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ABSTRACT

This curriculum is designed for adult learners in the workplace whose reading and writing skills have never been developed as much as desired or whose skills have atrophied. The overall goal is to bring these learners to a level approximately equivalent to the end of 12th grade. This volume contains five of the nine modules in the curriculum; a companion volume contains the others. Module topics are: (1) vocabulary; (2) the five-paragraph essay; (3) business correspondence; (4) using the library; and (5) the research essay. Each module consists of the following: overview, description of prerequisite knowledge and skills, approximate number of weeks to complete based on a contact hour per week schedule, list of objectives delineating the concepts students will learn and the skills they will acquire, background theory to these concepts and skills, activities and exercises to teach the concepts and skills, and suggestions for expansion. Teacher's versions for each exercise or test follow the student's versions; both versions are suitable for photocopying. (YLB)

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WORKPLACE
WRITTEN COMMUNICATIONS
MODULES: V-IX

A WORKING CURRICULUM
by Kenneth Huggins

U.S. DEPARTMENT OF EDUCATION
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FOREWORD

Tom Peters indicated in Thriving on Chaos that Workforce training needed to become a national obsession. We are now in a time when it must become the obsession described by Peters. As we begin to realize the need for Workplace Literacy skills it has become clear that the skills of the workplace of the past are not those of the present or (indeed) of the year 2000. We have found that sometimes as many as six of every ten of us who work in industry, work in service sector business, labor behind a CRT, or function in management fail in at least one of the five areas of adult workplace literacy (Reading, Writing, Speaking, Listening, Math) at the full high school level. Some sectors of business and industry have discovered this fact earlier than others. Some have identified the need for basic skills at this "12th grade" level as they have changed technology.

Please note that we are not necessarily talking about the typical ESL, ABE, GED need alone! We are also speaking of the need to problem solve, work in groups, know basic computer functions, or give an informal speech in support of an idea or innovation. The truth is, however, that over 20% of us do not have a high school diploma, still others speak English as a second language, and others have basic education skills which (for lack of a better term) have atrophied over time. There is nothing magical about the '12th grade' level except that it is the level of attainment that we generally identify as attaining basic skills. I tried to address the overall issue of Workplace Literacy at the 12th grade level in the paper "Workplace Literacy: Raising the Floor of Education in the Workplace" This paper defined Manufacturing Literacy as " the ability to read and write at the twelfth grade level, to speak and listen with clarity and understanding in a team or work group, to have mathematics skills at a twelfth grade level sufficient to handle SPC (Statistic Process Control) problems, to have problem solving skills, and to have basic computer literacy skills." What is clear is that Workplace Literacy is different from general adult literacy in that Workplace literacy seeks to meet the goals of the individual and the employer at the same time. Since we began the development workplace literacy programs in our region we have moved from providing very specific curricula for each project to the more generic approach of this curriculum. That is not to say that the specific needs of the workplace are not important, indeed, they are. Tailored use of this curriculum is absolutely desired! What is present here is a shell that can be moved from setting to setting, workplace to workplace without the necessity of "reinventing" the wheel for each industry or business.

The Finger Lakes Regional Education Center has identified several areas of CORE SUBJECT MATTER which make up Workplace Literacy Skills for our region . At the end of this curriculum document you will find of full listing and timetable for the development of these material. The curriculum that follows has been developed by the center as a "teachable" curriculum directed toward workplace needs. It is not designed to be "easy" or necessarily the "end-all and be-all" of workplace curricula. It is not a "quick fix" for a very significant problem either. Instead, it is designed to be workplace specific and to move the learner toward a full 12th grade level attainment. Finally, I would encourage companies that use this material in their setting to make at least some of this training "on the clock." It is only in this way that a uniform level of attainment can be reached which will allow more technical firm specific training to take place.

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David M. Mathes
Executive Director
Finger Lakes Regional Education Center

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MODULE V

VOCABULARY

Prerequisites

Fluency in English is the only Prerequisite for this Module.

Time for this Module

The amount of time needed is highly variable. As will be explained shortly, it is better not to teach it as a separate unit, but rather, spread out and incorporated with other work.

Objectives

When they finish work on Vocabulary, students will be able to:

Use a large number of new words.

Understand the importance of learning words in context, and how to use Contextual Clues.

Know how to use the dictionary and thesaurus.

Understand the importance of common prefixes, roots and suffixes, and identify some of the most common of these.

> "God's work," I felt some spiritual superiority as well as financial. I was a good little boy, however, and tried not to show this sense of superiority. I was so good at hiding it, in fact, that no one ever realized how I felt. Nevertheless, I was pretty smug inside, a fact for which I hope I've been forgiven.

You probably noticed in this last Paragraph that Transitions don't have to go at the beginning of the sentence. They can, indeed, go in the middle. You don't want to always put them there, however. They work well at the end of the sentence sometimes. In any case, try to vary their location just to provide a different rhythm.

Because Transitions are so important, on the next page is a list of common ones, organized according to the type of relationship they indicate. You might want to keep it somewhere handy, where it will remind you to use them and serve as a good reference of the different ones.

List of Transitional Expressions

Relationship	Expression
Addition	also, and, and then, as well, besides, beyond that, first (and second, third, last, etc.), furthermore, in addition, moreover, next, yet another
Comparison	in the same way, likewise, similarly
Contrast	Although, despite this, even though, however in contrast, nevertheless, on the contrary, on the other hand, whereas, yet
Conceding	certainly, granted, or course no doubt, without question
Emphasis	above all, certainly, especially, in fact, in particular, indeed, most important, surely
Illustration	as a case in point, as an example, for example for instance, for one thing, in particular, one such, yet another
Place location	above, beside, below, beyond, farther, further, here, inside, nearby, nest to, on the far (near) side, outside, to the east (south, etc.), there
Qualification	although, perhaps
Reason for	as, because, for, since
Result of	and so, because of this, as a consequence, as a result, consequently, for this reason, hence, therefore, thus
Summary	all in all, finally, in other words, in summation, lastly, on the whole, to sum up
Time location	After awhile, afterward, at last, at present, briefly, currently, eventually, finally, first (second, etc.), gradually, immediately, in the future, later, meanwhile, now, recently, sometimes, soon, suddenly, then, these days

Now that you've planned a Paragraph and learned some different techniques to provide Coherence, do Assignment 2.

Assignment 2

Using the Topic Sentence and Simple Outline you developed for Assignment 1, write a Paragraph of at least 5 sentences. Use at least one Repetition of a key word or phrase, one Synonym or Sub-stitute, and one Transition.

Be sure to make a first draft and turn it in along with the Simple Outline and the Paragraph.

SECTION 7

Paragraph Assignments

Before we get to the rest of the Assignments, here are some suggestions about how to go about doing them.

Through at least the first four or five, do some thorough Pre-Writing, trying both Brainstorming and Freewriting. Some people may think these somewhat artificial and of dubious worth, but you won't know how effective they can be for you until you try them. Whether you teacher will want to see your Pre-Writing is up to him or her.

Do a Simple Outline for all your Paragraphs. Here again, your teacher will indicate if the Outline is to be turned in.

Always write a first draft and work carefully Revising it.

And speaking of Revision, while we'll look more closely at it when we get to longer assignments, for now we can learn three help-ful ideas.

1. If you compose at a keyboard (typewriter or word processor), double space. If you write longhand, skip lines. Leaving this space makes it easier to make corrections or additions. For the same reason, leave wide side margins.

2. Try to allow some time between writing the first draft and the Revising. For instance, do the first draft in the evening and Revise in the morning. It's difficult to find everything that could be improved in something you just finished writing.

3. Read your first draft <u>aloud</u> to yourself, a friend, or family member. (If you have a child over the age of ten, he or she would get a big kick out of helping you out).

Remember to use the different techniques for Coherence. The Assignments suggest a few relevant Transitions, but you don't have to restrict yourself to them.

The topics suggested with each Assignment are "samples." They are there to get you started, and if none of them turn you on, make up your own. At first, though, before setting off on a new topic, check with your teacher to make sure it's feasible for one Paragraph.

Assignment 3 - Description

Using the Principle of Space Order, write a minimum 5 sentence Paragraph describing the appearance of something.

Sample Topics:

A place where you work.

A car, boat, snowmobile, dirt bike, etc. in which you take pride.

Your son or daughter.

Your favorite room at home.

A keepsake or family heirloom.

A pet.

An outfit you might wear to a New Year's Eve Party.

A classroom you remember well.

The table at Thanksgiving.

Sample Transitions - next, below, beyond, inside, etc.

Assignment 4 - Anecdote

Using the Principle of Time Order, write a minimum 5 sentence Paragraph relating an Anecdote or brief event.

Sample Topics:

When you really botched something up at work

An accident you were involved in.

Your first day at your present job.

A moment of triumph for you.

An ideal Saturday afternoon.

A memorable vacation day.

A memorable New Year's Eve.

Losing, then finding something valuable.

A trip to the dentist.

The first time you said "I love you" to a non-family member of the opposite sex.

Sample transitions - Next, then, after while, suddenly, etc.

Assignment 5 - Process

Again using Time Order, describe a Process. Choose a fairly simple one.

Sample Topics:

Something you do at work.

How an argument is started.

How an argument can be stopped.

One method you use to get your way at home.

One method someone else at home uses to get his/her way.

Something you do in pursuit of a hobby or recreation.

How to cook something.

How to fix something that's broken.

How to impress you supervisor.

How to be totally and completely lazy.

Sample Transitions - then, next, following that, finally, etc.

Assignment 6 - Illustration

Using Examples and the Principle of Listing, Illustrate an idea, a situation, a type etc. Use at least three Examples.

Sample Topics:

Hot cars.

Game fish.

Strange clothing styles.

Stupid television commercials.

Vegetables that grow well in a home garden.

Water sports.

Types of investments.

Women's magazines.

Offbeat pets.

Reasons to get married.

Sample Transition - another, besides, in addition, also.

Assignment 7 - Cause and Effect

Use Time Order to explain a Cause and Effect. This may be quite similar to the Process Paragraph, but that's okay. Just be sure to stress that one thing causes another to happen, not just that they happen to occur in sequence. Transitions are important to convey this, as are strong verbs like "make," "produce," and "cause."

Sample Topics:

Why the younger generation is the way it is (pick just one aspect).

Why leaves turn colors in autumn.

Why your company is in the shape it's in (positive or negative).

Why the Japanese have become such strong competitors to the United States.

Why watching too much television is bad for you.

Why we don't seem to have heroes anymore.

Why what you wear to bed is most comfortable for you.

Why it's important to teach children good eating habits.

Why participating in this program will improve you life.

Sample Transitions - As a result, consequently, therefore, hence.

Assignment 8 - Classification

Using Examples and the Principle of Classification, put at least six things or people of a certain type into at least three categories. Choose relevant categories. For instance, it wouldn't make sense to categorize English teachers by height. It would make sense to categorize them by teaching style.

Sample Topics:

Supermarket shoppers.

Co-workers.

Ways of showing anger.

Members of the opposite sex you've dated.

Parents.

Fans at one type of sports event.

Holidays.

People at the beach.

Drivers.

Assignment 9 - Comparison and Contrast

Using Facts and Examples, Compare and Contrast two similar things. Remember that to Compare is to find similarities and to Contrast is to note differences. Note at least two similarities and two differences, which means that this Paragraph may be longer than your previous ones. You can compare the two things point by point, or do all of one and then all of the other.

Sample Topics:

Your present job and your first job.

Your present job and your ideal job.

Your present home and the one in which you grew up.

Owning your first bicycle and owning your first car.

Driving to work and using public transportation.

The school of "hard knocks" and formal education.

A sick day when you went to school and a sick day from work.

Your attitudes toward children and your parents attitudes toward you.

A novel and the movie treatment of that novel.

Snow skiing and water skiing.

Sample Transitions - on the other hand, in contrast, whereas.

Assignment 10 - Persuasion

Using Facts, Definitions and/or Testimony in an Order of Importance, write a paragraph that persuades the reader that you are correct on some matter of opinion. Give at least three reasons.

Sample Topics:

Why a certain condition at work should be changed.

What should be done about D.W.I.

Handgun Control.

Blood testing for AIDS.

husbands sharing housework.

Violence on television.

Mandatory retirement at 65.

Computer education in public schools.

Smoking in public places.

MTV.

Sample Transitions - As a case in point, for one thing, yet another, more (most) significant.

MASTERY ACTIVITY

To say that someone has "mastered" something connotes that he or she has learned to do it smoothly and quickly, in a minimum or time. This is the key to devising a good Mastery Activity for this Module.

Tell students that they will have to write two Paragraphs in class in a set amount of time. Fifty minutes ought to be about right, but you can vary it depending on the ability of your group. Don't tell them what type of Paragraphs they'll write, or the topics.

Choose two types, at least one of them more difficult, such as Persuasion or Classification. Have four or five topics which you feel sure will interest the students. You might get them from Brainstorming you've done, but don't choose any that anyone has written about. Tell them they must use one of your suggested topics.

Have them do Pre-Writing, a Simple Outline and the Paragraph. Twenty-five minutes is adequate time to do all that.

How you evaluate these and what constitutes Mastery performance will be up to you. Do tell the students what you will be looking for.

SUGGESTIONS FOR EXPANSION

The easiest way to expand this Module would be to have students do more than one Paragraph of each Assignment. You could do two at a time as you went through them or go through them once, then go around and do them all again.

Another very fruitful way to expand would be to do frequent Revising and Rewriting. Students learn much through having to find better ways of saying something. This is also an area where they could do a lot of work together.

All of the books cited so far in connection with Mechanics and Sentences have sections of Paragraphing, and you could look to any of these for alternative explanations and examples. A book which is particularly good at explaining with good examples is, Writing Well, by Donald Hall, Boston: Little, Brown and Co., 1985.

Overview

Just as we can learn words best in context, Vocabulary as a whole is best learned in the context of other work. For a couple of reasons, Vocabulary is difficult to teach, and it is best done in short and frequent periods rather then one concentrated unit.

One reason it's difficult is that of the scope of content. If, as language experts tell us, the average American has a vocabulary of about 30,000 words, then to improve that vocabulary by 5%, a seemingly modest goal, he or she would have to learn 1,500 new words! By doing nothing else than Vocabulary for a full year, this might be accomplished, but it would surely not be worth it.

A second reason for difficulty is that in concentrating on words and their definitions, which is what must often be done, we do not always improve students' working vocabulary, which is what we are really after. Students may learn definitions, may improve their scores on standardized tests, and still not know how and when to actually use the new words. If you've seen students sentences like, "The propulsion forces are in equity and keep themselves in balance," you know what I mean.

There are three major implications of these difficulties for teaching Vocabulary. One is that this teaching should be spread out and incorporated into other activities. This allows coverage of a greater number of words than does a short, cramming period. It also gives the opportunity to reinforce new words that were previously covered. Finally, it allows you to deal more with the words in context, as they come up. Seeing how they are used in readings and writing exercises will facilitate the students' ability to use, not

The second implication relates to the matter of context. While this Module will provide you with a number of words taken from business texts, it's important to also learn new words that arise from regular classroom activities. Rather than simply teaching a list of words that someone else thinks your students should know, work also with the words that they actually encounter. This makes these words more pertinent and increases students' motivation to learn them, because they know that these words are actually used.

The final implication is that you should see this task not so much as "teaching Vocabulary," but "teaching how-to-learn Vocabulary." You're not going to teach them 1,500 new words, but you can teach them how to learn new words. You can do this by teaching them how to use contextual clues, by teaching how to work with the dictionary and thesaurus, and by teaching common prefixes, roots and suffixes.

Since this is not a discrete (there's a good word for you) unit, it does not have the some layout and progression of exercises as the first two Modules. Instead, I will make some suggestions for types of activities and exercises and let you devise these with the words you choose. Consequently, much of the time, the "voice" of this Module is directed to you. Sections 3,4 and 5, on Context, Re-sources, and Prefixes etc., are directed to the student. These sections may be reproduced separately.

Vocabulary does lend itself toward traditional evolution, i.e. grading, so if you're inclined toward that or have to give grades, that will be pretty easy. In the Mastery Activity section, there

are some suggestions about types of test items.

Even if you are not using grades, you can still use the traditional evaluation techniques to help students learn and to assess their overall progress. The concentrated study that students do for quizzes and tests is beneficial because repetition of words is so important to learning them.

You might wonder if such techniques can be effective if there is no reward or punishment in the form or grades. First of all, there is reward, or to be more Skinnerian about it, "reinforcement." The reinforcement will be that of seeing the vocabulary grow, of the learning itself. Education for education's sake may seem like a novel idea, but it has been around for a few years, a few thousand, to be exact. It's likely that many of your students feel that their vocabularies are inadequate for what they hope to do, and the satisfaction of seeing them grow will be reinforcement enough. One of the good things about learning Vocabulary is that, by its very nature, one sees constant progress.

As for punishment, as in receiving a bad grade because one was a bad boy or girl and didn't study, it's a poor motivator. Students will not really learn words for their working vocabularies if they are doing so only to avoid a poor grade.

To get started, what follows is a gross of Vocabulary words which you can use any way you please. These have been picked from the books that provided reading passages for Module I. These are all b siness texts, so this list does contain a number of words which students will encounter in that context, e.g. "tariff," "prospectus." It also contains many words which can be used in that context and in many others as well, e.g. "initiative."

You will probably want to pick and choose from among these, and also add to this list from your own reading. As mentioned, learning words that you encounter in other work seems more real and pertinent that learning those from someone's list.

In the next Section, we will look at some ways to use these words, but for now, here are a dozen dozen, in alphabetic order. Notice that in some instances, the Part of speech is identified. This is to focus on the word as it is more commonly used in business. For example, "abstract" can be an Adjective, a Verb or a Noun. I give the definition of the Noun, because, while students might be less familiar with it as a Noun, they are more likely to encounter it as that in the future.

Vocabulary List

ABSTRACT - (n) Statement summarizing central points of a given text.
ADMONITION - Warning, a caution.
ADVERSARY - Opponent, contestant , enemy.
ADVERSE - Negative, opposed to benefit, hostile.
AFFILIATE - (n) Person or organization associated with another in a subordinate.
ALIENATION - The sense of being estranged, feeling separate and apart.
ALLOCATE - To apportion, allot, distribute.
AMBIVALENCE - Existence of mutually conflicting feelings or thoughts.
ANACHRONISM - Something out of its proper or expected time and/or place.
ANALOGY - Comparison in some respects between two things otherwise dissimilar.
ANOMALY - Abnormality, irregularity, deviation from the norm.
ANTITHESIS - Opposite and opposing idea or belief.
APPRAISE - To determine the worth of, to assess.
ARBITRARY - Determined by whim or caprice.
ARBITRATION - Process of resolving dispute or disagree of two groups by intervention of a third, neutral party.
ASSESSMENT - Evaluation, determination of the worth of something.
AUTHORITARIAN - Characterized by absolute authority, opposed to individual freedom.
AUTONOMY - Condition of self-government, independence, self-determination.
BOURGEOIS - Characteristic of the middle class.
BUREAUCRACY - Administration of government, comprised of non-elected officials.
CANDID - Open, honest, self-disclosing.
CAPITAL - Any form of material wealth used to produce more wealth.
CHARISMATIC - Characterized by exceptional leadership qualities, particularly implicit ones of personality.
COHESIVE - Holding, together, sticking.
COLLECTIVE - Assembled or accumulated into a whole.
COMMENSURATE - Of the same size, extent, or proportion.
COMMODITY - Article of trade or commerce that can be transported.
COMPEL - To force, drive, or constrain.
COMPETENCE - Ability, skill, capacity.
CONSENSUS - Group opinion or feeling.
CONCILIATORY - Gaining or winning good favor or understanding.
CONGLOMERATE - (n) A corporation made up of a number of different and diverse companies.
CONSOLIDATE - To make firm, solidify, unite.
CONVEY - To bring across, impress, communicate.
COROLLARY - Natural consequence, related condition or belief.
CORRELATION - A parallel or simultaneous relationship between two things, but not necessarily causal.
CREDIBILITY - Believability, authenticity, authority.
CULTURE - Totality of socially transmitted behavior patterns, arts beliefs, institutions characteristic or a particular group of people.
CURTAIL - To cause to stop, to end something.
DECENTRALIZE - Distribute administrative functions or powers.
DEGENERATE - (v) To deteriorate, fall apart, become lesser in quality.
DEGRADE - To reduce in grade, rank or status.

DELETE - To take out of, remove, withdraw.
DEVIANCE - Departure from accepted norms.
DILEMMA - A problem, a situation with two equal and mutually exclusive alternative solutions.
DISCREPANCY - Inconsistency, disagreement between facts and claims.
DISSEMINATE - To distribute widely, to spread.
DIVERSE - Of many origins or outcomes, varied.
DIVERSIFICATION - Distribution of investments or activities among varied businesses or concerns.
DYSFUNCTIONAL - Working against function, inefficient.
EGALITARIAN - Characterized by providing equal economic, political and legal rights for all citizens.
EMPIRICAL - Derived from objective information, as opposed to instinct or traditional belief.
ENCLAVE - A distinctly bounded area whole enclosed within a larger area.
ENTERPRISE - An undertaking, a business, boldness, initiative.
ENTREPRENEUR - One who organizes, operates and assumes the risk of a business venture.
EPITOME - Perfect example or model of an abstract quality.
EQUITY - State of being just or fair, or residual value of a property beyond mortgage or loan and liability.
EXPATRIATE - One who has voluntarily left his or her native land.
EXPLICIT - Clearly and demonstrably present, specific, overt.
EXTRINSIC - Originating from outside, not part of the thing itself.
FALLACY - Error in logic, mistaken belief.
FEASIBLE - Possible, conceivable, able to be done.
FIGURATIVE - Imagistic, metaphoric, representational, not word-for-word.
FRANCHISE - Authorization by a manufacturer to sell or distribute its product.
FRUGAL - Careful with money, parsimonious.
HETEROGENEOUS - Composed of many types, of diverse origins.
HIERARCHY - A body of people classified by rank, capacity or authority.
HOLISTIC - Dealing with the whole, not the parts.
HOMOGENEOUS - Composed of one type, uniform.
ICONOCLAST - One who likes to challenge or refute accepted beliefs.
IDEOLOGY - An organized code of beliefs.
IMPLEMENT - (v) To put into operation, apply.
IMPLICATION - Something implied, an indirect indication.
IMPLICIT - Present but not obvious, covert.
INCENTIVE - Motivational factor, drive, reason for action.
INDOLENCE - Laziness, slothfulness.
INITIATIVE - Drive or motivation to start and carry through, or the impulse, the starting factor.
INNOVATION - New ideas, applications, approaches.
INTANGIBLE - Incapable of being perceived with the senses.
INTERFACE - Surface serving as a common boundary or buffer between two different materials, groups or regions.
INTRINSIC - Inherent, present within.
LITERAL - Actual, real, true, word-for-word.
LIQUIDITY - Having sufficient cash or assets to pay debts or assume obligations.
LIQUIFY - To change to a liquid or convert to cash.
MANIFESTATION - Showing, demonstration, evidence.

MATRIX - Situation or surrounding substance in which something develops or to which it is attached.
MAVERICK - One who deviates from the norm.
MEDIATION - Attempt to bring out peaceful agreement or compromise between two opposing groups.
MENTOR - Wise counselor or teacher, particularly in a one-to-one relationship.
MERCANTILE - Pertaining to merchants and trade.
MERITOCRACY - A system where advancement is based on ability or achievement.
MICROCOSM - A small entity seen as representative of a larger one and analogous to it in structure or development.
MONOPOLY - Exclusive control by one group of the means of production and/or marketing or a particular commodity.
NEGLIGIBLE - Insignificant, not worth considering.
NEPOTISM - Putting one's relatives into positions of power.
NICHE - A position or place especially suited for a person or thing.
OBJECTIVE - (n) Goal, aim, intention.
OBJECTIVE - (a) Actual, real, based on external evidence.
OBSOLESCENCE - Becoming old or obsolete.
OPTIMAL - Characterized by the best possible conditions or results.
PARADIGM - An exact model or example.
PARADOX - An apparent contradiction, the multitudinous existence of two mutually exclusive conditions.
PATERNALISM - Practice of treating or governing people in a fatherly way.
PATRONAGE - Trade given to a particular establishment, or support or encouragement from a superior.
PERQUISITE - A prior qualification, a necessary pre-step.
PERSEVERANCE - Determination, the will to carry on.
PLAUSIBLE - Capable of being believed, within the realm of possibility.
PLETHORA - A great number, a multitude.
PRAGMATIC - Practical, of clear or obvious benefit.
PRECEDENT - A previous event which can serve as a model for present action.
PREMISE - A step toward a logical conclusion, a reason for doing or thinking something.
PREREQUISITE - A prior qualification, a necessary pre-step.
PROLIFERATE - To increase rapidly in number, spread.
PROSCRIBE - To denounce, condemn, prohibit, forbid.
PROSPECTUS - Formal summary of a proposed venture.
RAMIFICATIONS - Long-range outcomes, results.
RATIONALE - A theory or justification for a particular belief or action.
RESTRAINT - Act of holding back, loss of freedom.
RHETORIC - Elements of the use of language, especially to persuade.
SANCTION - Official action or approval or the penalty for violating official policy.
SCRUTINY - Careful examination, watchfulness.
SERENDIPITOUS - Of accidental or unexpected good fortune.
SIMPLISTIC - Overly simplified, ignoring important factors.
SKEPTICISM - The withholding of judgment, doubting, questioning.
SOLICIT - To request formally, petition, apply for.
STATUTORY - Having to do with the law, with statues.
SUBJECTIVE - Of personal belief, deriving from the individual mind.

SUBORDINATE - (n) One who is inferior in position or power.
SUBSIDIARY - (n) One that is secondary in importance, one controlled by a greater entity.
SUPERLATIVE - Characterized by exceptionally high quality, a word that indicates that quality.
SUSCEPTIBLE - Able to be affected, influenced, persuaded.
SYMPOSIUM - Meeting or conference for discussion of a particular topic.
SYNDICATE - Association of people formed to carry out some enterprise or venture.
SYNERGY - The whole being greater than the sum of the parts.
SYNTHESIS - Combination of several elements into a unified whole.
TACTICAL - Adroitly maneuvering, well-planned.
TARIFF - A duty or fee added by a government on an imported product.
TRANSIENT - (a) Of a passing nature, fleeing, temporary.
TRUST - A combination for corporations for firms formed for the purpose of reducing competition and maintaining prices.
UNILATERAL - Pertaining, involving or affecting only one side.
VENTURE - (n) Hazardous or risky undertaking.
VIABLE - Workable, able to be put into practice.
VIGNETTE - A sketch of an illustrative incident.
XENOPHOBIA - The extreme fear of strangers, of foreigners.

SECTION 2

Using the Vocabulary List

First of all, it is assumed that you will both select certain words from the list in Section 1 and add words of your own.

Then there are various ways to work with the list. One of the poorest ways would be to make copies of the list and give them to students, telling them that they'll be responsible for, say, ten words a week, starting from the beginning. The reason this is not a good way is that it encourages rote memorization of definitions. You're not as likely to talk about the words, their alternative definitions, e.g. "trust," and how they are used.

A better way would be to give them three new words every day. You could write these on a blackboard and students would know that their first task every day would be to copy these onto their own lists. You could take a couple of minutes each day to talk about the words and discuss alternate meanings and usage. You could also reinforce the previous day's words. Finally, the act of writing them down will help students learn them better than if they are just given on a prepared list.

The idea of having students keep their own lists would also be beneficial in that it would be easy to add new words as you encounter them.

If you did not want to do daily work on Vocabulary, you might do it twice a week, with six or seven new words each time. Again, students keeping their own lists would be recommended.

Some teachers like to have a weekly schedule, including pre-test and quiz. They might give the students a pre-test of ten or fifteen words on Monday so that all can see how many words are really new.

A quiz on the words might then come on Friday. In between, a homework assignment might be to use each of the words in sentences. If you do this, be sure to go over them in class. Doing so allows you to discuss how and when to use the words. It's customary for stu-dents to use a new word in a way that may be technically correct, but may be awkward or otherwise inappropriate. For instance, one might write, "We have to convey the supplies from Receiving to the store room." "Convey" is customarily used in talking about intangible things, information or ideas, and you could then point this out.

In discussing how words are used, it might be good to go over again, or for the first time, the material on Connotations in Section 5 of Module I. Then, when you got to "frugal," for instance, you could point out that while its Denotation is similar to that of "stingy," it has positive Connotations, while "stingy's" are negative.

In emphasizing learning how words are used, not just their definitions, you might give the students the new words in sentences you have written. This means more work for you, but it does emphasize usage and provides an example of appropriate use.

An alternative to having students write new words in sentences would be to have them prepared to come in and use the words verbally. You could give them sentence stems to complete, such as, "When I am at home on the weekend, I am the epitome of _____" or "I think it's a fallacy that _____."

You could also ask questions such as, "What is one new thing you hope to implement in your life? Or, "What sort of admonition would you give anyone interested in this program?

Having an oral activity like that allows students to hear three or four ways to use a word. And again, you can point out why a word is or is not appropriate when used in a certain way.

Another technique which would involve learning to use resources could be to give students the new words, but without definitions. If you had a sufficient number of dictionaries in the room, they could then look up the definitions. An alternative would be to give them words and definitions, and have them look up synonyms in classroom thesauri.

Whichever techniques you choose, it would also be good to vary them. Try one approach one week and a second, the next. This keeps the vocabulary work from becoming a boring routine, lets you see which approaches work best, and helps adjust for variances in student learning styles, i.e. some may do better orally, while others do better in writing.

SECTION 3

Vocabulary in Context

To the Student

Learning new words from the context in which they are used is the best way to go about it. If you thing about it, most of the approximately 30,000 words you know (that's right) were learned from context. Actually starting before the age of one, you figured out what words meant from the ways in which they were used.

This is still the best way to improve your vocabulary. Memorizing dictionary definitions will not be as helpful in learning how to use new words, and that's the whole purpose of learning them. Though you are probably doing some formal study of new words in your class, you want to concentrate on how and when they should be used. You will probably also want to learn new words on your own, and here context comes in again.

What is the "context" business? you ask. "Context" is simply that part of a statement in which a word is used. By understanding the rest of the statement, you can figure out what the word means.

Lets see an example. In the sentence below, the underlined word is probably new to most of you. See if you can guess its meaning.

> Prior to 1854, the xenophobia of the Japanese kept them isolated on their home islands, unwilling to trade with foreigners or learn anything about them.

Would you say that xenophobia means:

A. Desire for simplicity
B. Unreasonable anger
C. Fear of strangers

The correct answer is C.; xenophobia is a fear of strangers or foreigners. The "contextual clues" that tipped you off were the ones about being unwilling to trade or learn anything about foreigners. In addition, there are no clues referring to simplicity or anger. (You may also have recognized that a word had to do with fear because of the suffix "phobia," which means fear. If you did, then good for you. In Section 5 we'll look more systematically at prefixes, roots and suffixes.)

Let's try another. What do you think the underlined word in this sentence means?

> Within the major Chinese cities, the European powers established their own enclaves where all their trade and military people lived, shopped, had schools, even operated under their own laws.

Is an enclaves a:

A. Favorable trade association
B. Distinctly bounded area enclosed in a larger area
C. Form of government allowing limited individual freedoms

The correct answer is B. Which "contextual clues" could you use to determine that? Well, for one, the word "within." Then you might also expect that Europeans living in a Chinese city would tend to cluster together. The fact that they lived and shopped there indicates that it's more than a trade association. In order to live and shop there, and to operate under their own laws means its more than a form of government, but that it must also be quite distinctly defined or marked. These clues tell us it has to be B.

There are no magic tricks or secrets to finding and using contextual clues; you've been doing it all your life. It's mostly a matter of focusing on the rest of the statement and thinking about it logically.

For practice at this, try Exercise 1.

Exercise 1

DIRECTIONS - Decide from the context in which the underlined word is used which definition is correct, and circle that letter.

1. It is a paradox that while the demand for widgets has increased, the price has actually gone down.

   A. Happy occurrence
   B. Apparent contradiction, but nevertheless true
   C. Inevitable consequence
   D. Two waterfowl

2. In order to improve the economy, we must approach it holistically, not in isolated bits and pieces.

   A. Cautiously and carefully
   B. With thorough advance planning
   C. As a whole in its entirety
   D. Emphasizing the production of swiss cheese

3. If you talk with a hundred different economists, you'll get a plethora of reasons for the stock market's performance, each one having his or her own pet theory.

   A. Excessive number, overabundance
   B. False logic, incorrect reasoning
   C. Rapidly shifting scene

4. At that graduate school, trading in pork belly futures by graduate students is proscribed until they have spent fifty hours on the floor of the commodities exchange.

   A. Forbidden, prohibited
   B. Strongly recommended
   C. Engraved

5. Those who go into fields like nursing and teaching do so, not for extrinsic rewards, but for the inner satisfaction of helping others.

   A. Monetary
   B. Receiving much acclaim
   C. External, outside the self

6. He is iconoclast who is happiest when he can challenge and attack the most cherished beliefs of others.

   A. Violently aggressive person
   B. Devout and pious member of a religious sect
   C. One who tries to overthrow traditional modes of thought

7. Living in a heterogeneous neighborhood is fun because there is so much to learn from the various cultures.

   A. Of multiple types or origins
   B. Combining urban and suburban characteristics
   C. Of higher intellect or intelligence

8. The smooth cooperation of union and management at World-Wide Widgets is a paradigm for how other industries should go in the future.

   A. Omen, tell-tale sign
   B. Example or model
   C. Warning or threat

9, 10. The salesmen said that in addition to the salary and commisions, they wanted perquisites commensurate with their importance to the company.

9. A. Qualifications
   B. Extra benefits, gratuities
   C. Signs of attention and care

10. A. Of equal stature
    B. Beginning or starting
    C. Confirming or solidifying

Exercise 1 Teacher's Version

DIRECTIONS - Decide from the context in which the underlined word is used which definition is correct, and circle that letter.

1. It is a paradox that while the demand for widgets has increased, the price has actually gone down.

   A. Happy occurrence
   [B]. Apparent contradiction, but nevertheless true
   C. Inevitable consequence
   D. Two waterfowl

2. In order to improve the economy, we must approach it holistically, not in isolated bits and pieces.

   A. Cautiously and carefully
   B. With thorough advance planning
   [C]. As a whole in its entirety
   D. Emphasizing the production of swiss cheese

3. If you talk with a hundred different economists, you'll get a plethora of reasons for the stock market's performance, each one having his or her own pet theory.

   [A]. Excessive number, overabundance
   B. False logic, incorrect reasoning
   C. Rapidly shifting scene

4. At that graduate school, trading in pork belly futures by graduate students is proscribed until they have spent fifty hours on the floor of the commodities exchange.

   [A]. Forbidden, prohibited
   B. Strongly recommended
   C. Engraved

5. Those who go into fields like nursing and teaching do so, not for extrinsic rewards, but for the inner satisfaction of helping others.

   A. Monetary
   B. Receiving much acclaim
   [C]. External, outside the self

6. He is iconoclast who is happiest when he can challenge and attack the most cherished beliefs of others.

   A. Violently aggressive person
   B. Devout and pious member of a religious sect
   [C]. One who tries to overthrow traditional modes of thought

7. Living in a heterogeneous neighborhood is fun because there is so much to learn from the various cultures.

   [A]. Of multiple types or origins
   B. Combining urban and suburban characteristics
   C. Of higher intellect or intelligence

8. The smooth cooperation of union and management at World-Wide Widgets is a paradigm for how other industries should go in the future.

   A. Omen, tell-tale sign
   [B]. Example or model
   C. Warning or threat

9, 10. The salesmen said that in addition to the salary and commisions, they wanted perquisites commensurate with their importance to the company.

9. A. Qualifications
   [B]. Extra benefits, gratuities
   C. Signs of attention and care

10. [A]. Of equal stature
    B. Beginning or starting
    C. Confirming or solidifying

SECTION 4

Vocabulary Resources

To the Student

There are two important resources in improving your vocabulary, and every student, regardless of what academic or job area he or she intends to pursue, should have both. These two resources are the dictionary and the thesaurus. Most every one knows what a dic-tionary is, but a thesaurus may be new to some of you. No, it's not some sort of prehistoric reptile; a thesaurus is a resource that gives synonyms. If you're tired of using the phrase, "he said," you can look up "say" in a thesaurus and find "speak," "state," "utter," "articulate," etc. If you're being critical of a certain party connotations, a thesaurus could give you "negligent."

There are a great number of dictionary and thesauruses, many of them in pocketbook-sized editions. Some will have both resources in one volume. You should definitely have compact editions of each, and you may also want to invest in larger, hardbound editions for use at home. An addition, if you have a computer or word processor, more and more electronic versions of these two resources are coming on the market.

Even though you may feel some familiarity with dictionaries, we'll look at each of these to see what they have and how they can be used.

Dictionary

Everyone has used a dictionary at some time to look up the defi-nition or spelling of a word. However, most dictionaries give you

more than that. Let's take one of the words from Exercise 1, "iconoclast," and see what The American Heritage Dictionary of the English Language, a good home dictionary, gives us besides spelling and definition.

> i-con-o-clast[1] (i-kon'e -klast')[2] n[3]. 1. A destroyer of sacred images, specifically: a. Any opponents of the use and veneration of icons in the Eastern Churches during the eighth and ninth centuries A.D. b. A Protestant in the 16th and 17th centuries who opposed the veneration of sacred images and tradition.[4] 2. One who attacks and seeks to overthrow traditional or popular ideas or institutions.[5] [Medieval Latin iconoclasts, from Medieval Greek eikonoklastes, image breaker": ICONO + CLAST][6]-con o clas tic (klas tik) adj.[7][8]

The subscript numbers have been added so that we can look at each feature of the entry.

1. The word is not only spelled, but divided into syllables. This is helpful when you need to divide it at the end of a line.
2. This is a guide to pronunciation. The dictionary gives you an overall key to the meaning of the various symbols.
3. Its Part of Speech, in this case, a noun.
4. Its first definition. In this case, it's fairly technical and not of importance to us. Some dictionaries will first give you the most common definition, others, the earliest.
5. The definition we're interested in.
6. The derivation of the word, where it came from. In this case, it's from a Latin word based on a Greek word. Learning common roots of words will help you decipher new ones.
7. Other forms of the word, including changes in pronunciation.
8. The part of speech of another form of the word.

In addition to these, there are some other features you will find with many entries. For instance, after the definitions, you might find this: "SYN: see REBEL." This would be giving us a synonym to look up, one that might provide additional meanings or shades of meanings.

There are three other abbreviations you may find, "Arch," "Obs," and "Colloq." These stand for "Archaic," "Obsolete" and "Colloquial."

"Archaic" means that the definition is old-fashioned and seldom used anymore. In the phrase, "the quick and the dead," "quick" means "living," but this is an Archaic use.

"Obsolete" is similar, only more extreme. It means that the definition was once used but is not used any longer at all. For instance, in Shakespeare's King Lear, Lear refers to his "poor fool," but he's not talking about the court jester; he's referring to his daughter. At that time, "fool" could have been an affectionate term for one's child.

"Colloquial" means that the definition has popular use, but is not appropriate in formal use. This is particularly important for you because you should not use colloquial terms in formal academic or technical writing. So, for instance, if you are describing someone who is easygoing and doesn't get rattled, you can write that he's "calm," but not that he's "laid-back." "Laid-back" is a "colloquial term.

If you have some dictionaries available in your classroom, you might try looking up the origins of new words your teacher can give you. You might also try learning the pronunciation symbols, parts of speech, etc.

Thesaurus

Most thesauruses (thesauri? My dictionary says either form of the plural is acceptable.) are arranged in a sort of branching fashion. You can look up the word in one section and find synonyms for all of its related meanings. Then, each synonym has a number which refers you to another, larger section of the book. You can choose a synonym for the definition you are interested in and look it up in this list of synonyms for the specialized definition.

Let's see how this works with a word which might be on a vocabulary list for you. Let's consider the word, "trust," not as what you and a friend have in each other, but in the narrow, specialized meaning relating to business. In The American Heritage Dictionary of the English Language, this meaning is, "A combination of firms and corporations for the purpose of reducing competition and controlling prices throughout a business or industry".

Taking my well-thumbed copy of Roget's International Thesaurus, I look up "trust" in the back section, where there are vertical lists of synonyms. Her is what I find:

TRUST
- nouns belief 500.1
- dependent 762.6
- commission 778.1
- syndicate 786.9
- estate 808.4
- investment 831.16
- credit 837.1
- hope 886.1

IN TRUST 770.16

ON TRUST
- with confidence 500.24
- on credit 837.10

verbs believe 500.8,14
consign 816.16
extend credit 837.6
hope 886.7
TRUST IN 500.12
TRUST TO 500.13

There are a lot of different meanings of "trust," so there are a number of synonyms. Notice that there is a list for "trust" as a noun and one for it as a verb. Any word that can be more than one part of speech will have separate lists.

It looks as if the closest synonym we have here for the definition we're interested in is "syndicate." Now, if we only wanted one synonym for "trust" and "syndicate" seemed appropriate, we could stop there. However, if "syndicate" isn't quite right, we will turn to the first section of the book and find #786.9, which this list has given us for "syndicate." There, arranged more horizontally than vertically, we find:

786.
9. company, firm, concern, house; business, industry, enterprise, business establishment, commercial enterprise, business establishment, partnership, copartnership, corporation, corporate body, body corporate; joint-stock company, merger, consolidating company, trust, syndicate, cartel, pool, consortium; monopoly, combination in restraint of trade; stock company 831.15; holding company; operating company; utility, public utility.

Quite a lot, isn't it? The underlined words represent bold print and mean that that word is among those most commonly used. You'll notice that there is a cross-reference; we could look up "stock company" in section 831.15. In any case, we have quite a list of synonyms from which to choose one exactly suited to our meaning.

If you have thesauruses available in your room, you might practice with them and a few new words. All thesauruses explain how to use them.

SECTION 5

Prefixes, Roots and Suffixes

To the student

We've already seen how knowing one root, "phobia," could help you decide on the meaning of a word that was probably new to you, "xenophobia." Thousands of English words are based on a relatively small number of Latin and Greek terms. Knowing the major examples of these can help you figure out many new words.

Latin Prefixes

PREFIX	MEANING	SAMPLE DERIVATIVES
a, ab	away, from	absent, avert
ad	to	adhesive, adjust
ante	before	antecedent, anteroom
bene	good, well	benefit, benefactor
bi	two	bilateral, bicycle
co, col, com, con	together	collaborate, congress compatible
contra	against	contradict, contrast
de	down	descend, demote
dis	apart, different	dissent, dissimilar
e, ex	out	exit, exclude
in, il, im, ir	not	incorrect, illegal, irresponsible
in, im	in, on	involve, immerse

inter	between	international, interrogative
intra	within	intramural, intravenous
mal	evil	malignant, malicious
ob	in the way	obstruct, obstacle
per	through	perforate, perennial
post	after	posthumous, postpone
pre	before	preview, premature
re	again	review, reply
se	apart	segment, segregate
semi	half	semiconscious, semicircle
sub	under	submarine, subordinate
super	above	supernatural, supersonic
trans	across	transition, transport
ultra	exceedingly	ultraconservative, ultraviolet

Latin Roots

ROOT	MEANING	SAMPLE DERIVATIVES
ag, act	act	agent, action
ami, amor	like, love	amiable, amorous
cap, cept	take, hold	intercept, capture
ced, cess	go	intercede, excess
cid, cis	kill, cut	suicide, incisive
clud, clus	shut	exclude, inclusive
cred	believe	incredible, creed
cur, curs	run	concurrent, precursor
dict	tell	predict, dictatorial
duc, duct	lead, guide	conduct, duct

flext, flex	bend	flexible, genuflect
grad, gress	step, go	gradual, progress
ject	throw	object, projectile
junct	join	junction, conjunction
leg, lect	read, choose	legible, lecture, election
mit, miss	send	missile, emit
mov, mot, mob	move	immovable, mobile, motive
pel, puls	drive	expel, impulse
pend, pens	hang	pendant, suspense
pon, posit	put	position, postpone
press	press, hold	impress, depress
rupt	break	rupture, interrupt
scrib, script	write	subscribe, inscription
sect	cut	section, dissect
sent, sens	feel	sentimental, sensation
siqu, secut	follow	sequence, consecutive
spect	look	inspect, spectator
termin	end	terminal, exterminate
tract	draw, pull	tractor, contract
ven, vent	come	convene, advent
vert, vers	turn	convert, version
vid, vis	see	provide, vision
voc, vocat	call	vocal, invocation
volv, volut	roll, turn	evolve, develop

Greek Prefixes and Roots

PREFIX or ROOT	MEANING	SAMPLE DERIVATIVES
a, an	not, without	anonymous, amoral
anti	against	anti-communist, antithesis
aster, astro	star	astronaut, asterisk
auto	self	automobile, automatic
bio	life	biology, biography
chron	time	chronology, synchronize
cracy	government	democracy, bureaucracy
dem	people	democratic, epidemic
geo	earth	geology, geometric
gram, graph	write	telegram, autograph
hydr	water	hydraulic, dehydrate
hyper	over	hyperactive, hypertension
hypo	under	hypodermic
log	speech	dialogue, monologue
logy	science, study	biology, archeology
meter	measure	metric, speedometer
micro	small	microscope, microfilm
mono	one	monopoly, monorail
pan	all	panorama, panacea
phil	love	philanthropy, bibliophile
phob	fear	claustrophobia, acrophobia
poly	many	polygamy, monopoly
psycho	mind	psychology, psychotic

scope	see	telescope, fluoroscope
soph	wisdom	philosopher, sophisticated
syn, sym	together	sympathy, synthetic
tele	at a distance	telephone, telephoto
therm	heat	thermal, thermostat

Other Suffixes

SUFFIX	MEANING	SAMPLE DERIVATIVE
able, ible	capable of being	visible, lovable
ance, ence, cy, ty	act of or condition	appearance, reluctant, infancy, normality
ary, ic, ical	having to do with	stationary, autocratic, comical
er, or, ant, ent, ian, ist	one who	teacher, student, resident, comedian, communist
ion, age, tion, ment	act or result of	rebellion, miscarriage, transportation, judgement
ish, like	resembling	feverish, childlike
less	without	useless, senseless
ous, y	full of	hazardous, touchy
ship	office, skill	kingship, craftsmanship

MASTERY ACTIVITY

It's difficult to think of anyone who could be said to have "mastered" vocabulary. The range of English words is so vast that even the most literate and fluent of us know just a small portion of them. We are always adding to our vocabularies, at least, we should be, and this is a goal to impress upon your students. To have some sort of final activity might be saying, in effect, "You've now learned enough new words, so you can stop." That's not a message you want to convey.

However, as mentioned, vocabulary does lend itself easily to testing. You may have regular quizzes and you might want to have a larger test toward the end of the program. The only real justification for this would be that it forces students to study words more than once, and repetition is a key to learning new words.

There are four common types of short items used for such quizzes and tests, and they are directly related in terms of ease and effectiveness in promoting learning.

The first is the multiple choice item, such as we have seen. This is often fairly easy, since the correct choice is always present.

The second type of item is matching words with definitions or synonyms. A variation is matching words and antonyms. This type is also fairly easy, for the same reason as the first.

The trouble with both of these approaches is that they emphasize definitions rather than usage. They promote rote memorization of definitions and teach students nothing about how the words should be used.

The third type can be a little harder, but is does foster usage. This is where students must select appropriate words from a list to fill in blanks in sentences. This type of item promotes learning more than one meaning of a word, it emphasizes learning contextual clues, and it promotes understanding the appropriate ways to use the words. Items such as this are a little more work for you, , since you have to create the sentences, but it's worth it. In going over the quiz or test, it also lets you talk more about correct usage.

The last type of item is the hardest for students, easiest for you, and probably, the most effective for the students. This is using the word in a sentence of the student's own. Obviously, they have to know something of the word's usage to write their own sentence. If they know that they will have to do this, their study of each word will be more extensive, as well as intensive. The only hard part for you can be if you have to grade the sentences. There will be a number of marginally appropriate usages, so it can be hard to determine right or wrong. Giving partial credit can help make it easier.

A variation on the third type of item would be to give students a passage where a number of the vocabulary words have been used, some correctly and some incorrectly. They would have to identify the correct usages an either change the incorrect (changing an adjective to a noun, for instance), or substituting another word for the incorrect one.

Another variation would be to have the students themselves, either individually, or in small groups, make up sentences-with-blanks items. This promotes working with the words, of course, and you could

actually pool all their items into a fairly lengthy test. This would save you work in addition, and students would go into such a test knowing that they would at least get right the items they had devised.

IDEAS FOR EXPANSION

In a sense, the Ideas for Expansion have been all through this Module. In discussing how you might add to the given list, I have been suggesting these. In the general suggestions for using dictionaries and thesauruses are some ways you could expand. And I've proposed some further ideas in the Mastery Activity section.

There are, of course, innumerable vocabulary texts and workbooks on the market, but I really cannot suggest relying on any of them, even the ones that are good. For one thing, though the better ones do get much usage, they still promote a methodical approach which leads to a lot of memorization.

The second reason not to rely on them is that they will suggest the words to learn. Many of these will be worthwhile; some will not. For your students, it would be better to start with the list here and add to it from your other work. As mentioned, this will make a more relevant list and it adds more emphasis on usage.

MODULE VI

THE FIVE PARAGRAPH ESSAY

Prerequisites

Students should be able to complete all the Objectives in Modules III and VI, Writing Effective Sentences and Writing Paragraphs.

Time for this Module

Allow about eight weeks for this material.

When they finish this Module, students will be able to:

1. Describe the structure of a Five Paragraph Essay.

2. Identify some of the types of essay adaptable to the Five Paragraph format.

3. Pre-Write, organize and outline a Five Paragraph Essay.

4. Write a good Introductory Paragraph, including General Statements and Thesis Statement.

5. Write a good Concluding Paragraph, including summary and supplemental remarks.

6. Provide Coherence by linking paragraphs.

7. Understand the importance of careful Revision and use appropriate questions to examine and Revise their essays.

8. Describe the importance of a recognition of one's Audience, and demonstrate an appropriate sense of Audience in their essays.

9. Write a variety of Five Paragraph Essays, including ones that are primarily informative and others which use techniques of Argumentation to persuade.

Overview

With your students able to write effective sentences and good paragraphs, we finally move on to longer pieces. Naturally it takes longer to plan and write a five paragraph essay of 200-300 words, so you don't want to do this if students are still struggling to write a sentence that's not a fragment or a paragraph that's not a hodge-podge. You do want to be able to concentrate on what they're saying and how they're constructed their essay.

Within any group, the writing ability is likely to be spread over a wide range. You probably have some students who have been ready to write an essay like this for weeks, as well as some who are intimidated by its length and may always struggle with it. If you have entertained any notions of somehow dividing your students into sub-groups, now would probably be the best time. It is a big jump from the sentence and paragraph to the essay. Students who still make mistakes with sentence structure will find their difficulties compounded as they try to write a coherent essay.

You know whether there is any more inherent flexibility in your program that would allow for tracking students into appropriate levels. If there is, discuss with the rest of your staff whether this ought to be done.

If such tracking is impossible but you would like to provide in some way for different ability levels, you might consider simply going at two different paces. For instance, if the plan is to write one essay a week, the better writers could do that, while those with more difficulties might write one every two weeks. The latter group might do more Pre-Writing and planning. They might also submit one or two paragraphs to you before continuing with the rest of the essay. You might promote more small group work and peer assistance with the

slower writers. Often they will find this to be encouraging since there is strength in numbers and misery loves company and all that.

Such a plan does create a problem if you are giving grades. Well, I might say that it's just one more reason not to have them, but I won't. Personally, I wouldn't have a problem giving the same grade to someone who wrote four essays as to a classmate who wrote eight, providing that the completed essays were of the same quality. Grades are supposed to be a measure of ability, or quality, not of quantity. However, if you don't feel that this idea will sell with those who run your program, or the students, you may have to figure out some designation supplemental to the grade to indicate someone who was in the faster track. Good luck.

In this Module, we work on the Five Paragraph Essay for a number of reasons. For one, its length of 200-300 words is a common one for assigned papers in college courses. It is long enough to be able to say something with some specificity, yet short enough to write in a day or so. It's also of a length that lets you evaluate it and return it promptly, but more on that in a bit.

Another reason is that this length is adaptable to a number of purposes. It is appropriate for a personal essay, discussing one's experiences or goals, for instance. It also works as a short report giving information, whether researched or from general background. Finally, it is a good form for argumentation, seeking to persuade with three basic reasons making up the body of the essay.

In connection with the last purpose, planning such an essay is good practice in rhetoric. One must have something to say and be able to organize ideas and evidence coherently, but the length and structure are not so great that a novice writer is likely to get confused or lost.

When that writer has mastered this form, however, he or she will be able to expand competently to longer essays, and this is another reason why the Five Paragraph Essay is a good one to learn. An eight or ten page term paper might have three major sections, corresponding to the three paragraphs of this length. The structure or skeleton would be much the same, just having a little more meat on the bones.

In the Overview to Module IV, I argued for returning papers to students next class period. I hope you tried that and found it successful. Now I'm going to have the unmitigated gall to argue it here again. "Sure," I hear a cynical voice say, "you've gotten seventy-five essays of three hundred words apiece back to students the next day. That's 22,500 words! Tell me another!" Well, in fact, I have, and I won't say it's easy. But the benefits are so great that it's worth the effort. I discussed these in the previous Overview so I won't reiterate them other than to say that discussion of their work is so much more fresh and meaningful.

There is another benefit, according to students I've had. A lot of them really sweat and strain to bring forth a 300 word essay. It is real labor, literally and figuratively. The fact that you are willing to put in similar labor in reading and commenting on that many papers is really encouraging. It says to the students in a way that

words can't match that you consider learning to write and their efforts at that learning worthy of the hardest work on your own part. Confidence is very important in developing writing ability, and you can encourage it with your actions as well as your words.

Think back a moment to classes you've had where you really sweat to get a paper done right, with the instructor emphasizing the importance of the content and of getting it in on time. You submit it and them it might as well have fallen into a black hole. You hear nothing about the papers fro three weeks, other than a vague promise to get them back "sometime soon." Finally they are returned, with a couple of hasty generalizations at the end of the paper. The experience doesn't make you want to put in the effort the next time.

This brings me to another difficult point, and that is one of writing comments. On top of getting the papers back the next class period, now I want you to write good comments? Yup, as long as I'm asking the impossible, I might as well ask for double it. You know that your comments are what will help the student improve the next time, so they are important. As long as I'm not permitting you any leisure time, you might as well make them extensive. In addition to that, try to make them specific and encouraging. It's not an easy goal to reach, but try to write at least one positive comment on every paper.

When you return them, encourage students to ask for an explanation if they don't understand a criticism or suggestion (or, as in my case, if they can't read your handwriting). It is surprising how often students will not understand or misinterpret something you feel is perfectly clear.

A couple of things can help you when it comes to commenting on the papers. One is using a system of abbreviations and symbols. Many of these, like "sp" for spelling, are fairly standard. Most of the writing books I've mentioned in the Ideas for Expansion sections have good lists of these, so I won't reproduce any. Be sure to give your students a copy if you use them.

A second shortcut is to avoid commenting on everything. I mentioned this previously; it's important also so that students don't get discouraged by all the red ink. Decide what is most important to note and ignore minor transgressions.

If you're doing all this reading and commenting, it is a good idea to have the weekend to do it, rather than just a night. Having students submit essays on Friday allows this, of course, but it also makes for a nice way to schedule the essays. If you do one a week, you can spend the first part of the week going over the previous work, then the middle doing Pre-Writing and organizing in class. When students turn the papers in on Friday, you can all discuss this assignment, its difficulties, and the keys to writing a good paper of this type. I have also read four or five of them aloud, not identifying the writer, so that we could all comment. I would let students indicate whether they wanted theirs read, didn't want it read, or didn't care. Most of mine were in the last category and there were always enough in the first.

As I've hinted, this Five Paragraph Essay takes the form of an Introductory paragraph, three paragraphs making up the body, and a Concluding paragraph. Some people feel that in a paper of this length, you don't need a paragraph to introduce and one to conclude;

a sentence would do for either. There is a point to that, but as I will explain in the first section, there is more to each of these than a brief summary of the content, so a paragraph is appropriate.

As with the other writing Modules, the "voice" here is directed to the student. Your role is suggested or implied.

SECTION I

Introduction

In this Module, we look at how to write a short essay. You've learned how to write an effective sentence and a coherent, unified paragraph, so now it's time to put enough of these together to make a short essay, one of 200-300 words.

There are a few reasons why the format of a Five Paragraph Essay has been chosen as prime example of the short essay. For one, it is a common length and type of construction. Many schools teach and ask for Five Paragraph Essays and you are likely to be asked to write something like it in the future. Secondly, its structure is very much like that of the types of paragraph you wrote in Module VI. In addition, it can be used for a number of types of compositions, from short research reports to persuasive essays. Finally, it is easily expandable; if you can write this type of essay, it will not be too difficult to expand to lengthier papers.

The format presented here of the Five Paragraph Essay is quite highly structured. This doesn't mean that every short essay you ever write will or should follow it. However, if you can write well within this fairly rigid framework, you will be better able to range to freer forms.

SECTION 2

Basic Structure

The Basic Structure of the Five Paragraph Essay contains, surprise, surprise, five paragraphs. In their functions, they look like this:

1. Introductory Paragraph
2. Supporting Paragraph A.
3. Supporting Paragraph B.
4. Supporting Paragraph C.
5. Concluding Paragraph

Paragraphs 2-4 can be said to be the "Body" of the essay. You can see how closely this parallels the structure of the paragraph as discussed in Module IV. The Introductory Paragraph takes the place of the Topic Sentence, with the Supporting Paragraphs replacing the Supporting Details. Our paragraphs did not have a conclusion; otherwise, the structure of the Five Paragraph Essay is simply an expanded version of the structure of the basic paragraph.

Displayed graphically, the two structures might look like this:

Structures of the Paragraph and Essay

Paragraph	Essay	
Topic Sentence	Introductory Paragraph	General Statement 1 General Statement 2 Thesis Statement
Supporting Detail 1	Supporting Paragraph I	Topic Sentence Supporting Detail 1 Supporting Detail 2 Supporting Detail 3
Supporting Detail 2	Supporting Paragraph II	Topic Sentence Supporting Detail 1 Supporting Detail 2 Supporting Detail 3
Supporting Detail 3	Supporting Paragraph III	Topic Sentence Supporting Detail 1 Supporting Detail 2 Supporting Detail 3
	Concluding Paragraph	

It should be clear from my explanation and the graphic display how the two structures relate. About the only thing confusing now might be what is indicated for the Introductory Paragraph, with this "General Statement" and "Thesis Statement" business. So let's look at the components of the Five Paragraph Essay one at a time.

SECTION 3

Introductory Paragraph

Obviously, the Introductory Paragraph introduces your subject, but it does so in a more deliberate, less abrupt way than does a simple Topic Sentence. As the graphic indicated, you start with some General Statements, then narrow the focus to the Thesis Statement, which specifically identifies what the essay is about. It is the Thesis Statement that corresponds most closely to a Topic Sentence. It might be easiest to understand through an example.

> Since the Industrial Revolution, the manufacturing plant has been designed purely with function in mind. The result was a great number of efficient but ugly buildings. Today's industrial architect, however, cares about form and function. Consequently, the best modern plants combine efficient functions with attractive exteriors.

You see how the first sentences identify a general subject area and some basic facts about it. The third sentence begins to narrow the focus to what the essay is all about. The last sentence makes the most specific statement, the Thesis Statement. Without seeing any more of the essay, we know that the writer is going to discuss how modern manufacturing plants can be efficient and attractive, probably with some examples.

Let's see another example.

> For many years, it was customary for manufacturing plants to simply dispense their waste products into whatever was handy, a river, surrounding ground, or the air. With the great and justifiable concern over industrial pollution, this is no longer acceptable. The modern manufacturing plant uses a variety of sophisticated technologies to ensure that it won't pollute water, ground or air.

Here again, the first two sentences establish a general topic area. The third sentence focuses to something more specific, and we know that the essay will discuss some of the anti-pollution technologies, possibly identifying ones for protection of water, ground and air.

I've been using terms like "narrows the focus" to describe what happens in the Introductory Paragraph, and it might help your understanding of the process to continue using metaphors. We might think of this paragraph as a zoom lens. At the beginning, it is set at a wide angle, looking at a broad topic area. With the Thesis Statement, it zooms to a closer and narrower focus, picking out one detail from the broad scene at the beginning.

We could also think of the paragraph as a funnel. It takes general ideas and funnels them into something specific.

You might be wondering now why all this General Statement stuff is necessary. Why not just begin with the Thesis Statement and stop wasting time? To understand why, think of listening to a public address or speech. A good public speaker almost never starts with the key point he or she wants to make. Instead, the speaker makes some opening remarks, sometimes humorous, to establish his or her credibility, relax the audience, and establish rapport with it.

The General Statements in the Introductory Paragraph serve the same functions, as well as some others. As we've seen, they identify a general topic area so that the reader has an idea of what's ahead. They may also establish certain premises to a logical argument in which the Thesis Statement is the conclusion. This will be particularly true in essays of Argumentation, which we will discuss later. Finally, the General Statements should be interesting and

intriguing enough to pique the reader's interest and make him or her want to read on.

For all these reasons, a full Introductory Paragraph, not just a Thesis Statement, is important. It may seem a little strange to write at first, but as you gain experience, you'll find the Introductory Paragraphs become easier to write.

As far as the actual Thesis Statement is concerned, it has all the characteristics of a good Topic Sentence. It should be specific enough to identify just what the essay is about, but general enough to cover all that you'll say. It should be interesting so that the reader can look forward to what you'll say. Finally, it may even indicate the way the essay is structured. For instance, look at the following example.

> The communist movement has failed to attract the American worker because of our relative affluence, our democratic heritage, but most of all, because of the union movement.

After reading this, we have an idea of what will be discussed, and that this will be in Order of Importance.

Since you already know now to write a good Topic Sentence, it isn't necessary to practice writing Thesis Statements by themselves. However, it might be worthwhile to look at how these might be linked with General Statements that would naturally into the Thesis Statement. Try doing this in Exercise 1.

DIRECTIONS - On the lines following each pair of General Statements, write a Thesis Statement that would follow logically. There are many you could write; what you are looking for is something that is obviously connected and is more specific.

It is not necessary to indicate the topics of the three paragraphs or the structure of the essay, but if you see an appropriate way to do this, that's fine.

1.

Being laid off is something that seems to be happening to a lot of people these days. It is not a pleasant experience, nor one that is easy to cope with.

2.

For most jobs you have to go through a training period. This training can be a boring tedious waste of time, or it can give you the confidence and skills you need to do the job.

3.

It is an unfortunate fact that company managers often lose touch with what is happening out on the floor. Even if they started there, when they put on the white collar and necktie, they seem to forget what is important for the ordinary employee.

4.

The recent shift in our country from a manufacturing economy to one of service is unprecedented. There have been many results from this change and no one knows what all of them will be.

5.

When we think of manufacturing, we often think of giant corporations like Eastman Kodak or General Motors. Yet millions of people work for small companies, ones that employ around a hundred or so.

DIRECTIONS - On the lines following each pair of General Statements, write a Thesis Statement that would follow logically. There are many you could write; what you are looking for is something that is obviously connected and is more specific.

It is not necessary to indicate the topics of the three paragraphs or the structure of the essay, but if you see an appropriate way to do this, that's fine.

1.

Being laid off is something that seems to be happening to a lot of people these days. It is not a pleasant experience, nor one that is easy to cope with.

In order to handle it, you need a good self-image, persever ence, and the support of family and friends.

2.

For most jobs you have to go through a training period. This training can be a boring tedious waste of time, or it can give you the confidence and skills you need to do the job.

All companies should devote the time and money necessary to develop good training programs.

3.

It is an unfortunate fact that company managers often lose touch with what is happening out on the floor. Even if they started there, when they put on the white collar and necktie, they seem to forget what is important for the ordinary employee.

It would be a good idea if every company manager spent two weeks a year on the floor

4.

The recent shift in our country from a manufacturing economy to one of service is unprecedented. There have been many results from this change and no one knows what all of them will be.

In order to understand what may lie ahead, we need to carefully examine the changes that have occurred so far.

5.
When we think of manufacturing, we often think of giant corporations like Eastman Kodak or General Motors. Yet millions of people work for small companies, ones that employ around a hundred or so.

There are certain characteristics of these small companies that can make working there better than at one of the giants.

When you have completed Exercise 1, you might want to compare your Thesis Statements with those of your classmates. Discussing them will give you a good idea of what makes good ones. It will also show that there are many ways to go from the General Statements.

Having worked with these Statements, you can see that these are not just pleasant but empty words, sort of a written clearing of the throat. Among other things, they establish the general topic area and set some premises to the Thesis Statement. #3 in particular sounds as if it's leading to a persuasive essay, so it's important to establish a logical argument, one with premises and a conclusion, in the first paragraph.

Keep in mind that, in addition to identifying a general topic area and establishing some premises, you want to interest the reader and convince him or her of your credibility, Now try Exercise 2.

Exercise 2

DIRECTIONS - Below are five Thesis Statements. On the lines preceding each, write two General Statements that will serve the functions we have been discussing. You might want to add a Transitional Expression before the Thesis Statement.

1.

Finding the right job takes a thick skin, determination and luck.

2.

The technological advances in our field have been amazing, yet they have also been very costly.

3.

Unions today are more concerned with job security and improving working conditions than getting big wage increases.

4.

Being an independent entrepreneur is very attractive to someone who has always worked for a big company.

5.

Safety on the job should be a concern of everyone.

Exercise 2 - Teacher's Version. Answers will vary.

DIRECTIONS - Below are five Thesis Statements. On the lines preceding each, write two General Statements that will serve the functions we have been discussing. You might want to add a Transitional Expression before the Thesis Statement.

1.
Everyone has gone through the process of trying to find just the right job. This experience can be frustrating and exhausting until you finally find it.

Finding the right job takes a thick skin, determination and luck.

2.
For many years, work done in our field used basically the same equipment and procedures. Recently, technology has brought many rapid and striking changes.

The technological advances in our field have been amazing, yet they have also been very costly.

3.
Unions in this country have had great success in securing better wages and benefits. The working man in general is pretty well paid and has a number of good fringe benefits. As a result. . .

Unions today are more concerned with job security and improving working conditions than getting big wage increases.

4.
Working for a big company often provides good pay and benefits, and a fairly secure job. Yet the worker may feel frustrated at his lack of autonomy and the relative insignificance of his impact. Having freedom to work as he wants and the chance to have a big impact is he fortune of the one man operation, so. . .

Being an independent entrepreneur is very attractive to someone who has always worked for a big company.

5. <u>With all the emphasis on safety by the company and union, it's easy to forget the importance of being careful. Yet, it's your co-workers who have the most influence over your safety. Therefore. . .</u>

Safety on the job should be a concern of everyone.

SECTION 4

Supporting Paragraphs - The Body

In some ways, the Body of the essay is the easiest part to write. As long as you have the information or ideas you want to get across, you just have to put them in the logical organization. Quite often the material itself will suggest the Principle of Organization. If you are reviewing the history of technological developments in your field, then you would use Time Order. If you are describing a new piece of equipment, then you would apply Space Order. If you are trying to be persuasive, you might list your reasons in Order of Importance.

As we get into writing specific essays, we will consider other aspects of organizing and writing the Body.

Concluding Paragraph

The obvious thing to do in a Concluding Paragraph is to summarize what you've just written. This could be done easily by rephrasing the Thesis Statement. Yet a one-sentence summary might seem abrupt. It would be nice to conclude at the same pace with which you introduced the essay. So what do you do to make a whole paragraph? I'm glad you asked.

There are three other things you can do beside summarize. One is that you can get a little more personal in your remarks. Who and what you are should usually not be present in the Introduction and Body of the essay. Most academic types frown on use of the first person singular pronoun, "I," in assigned essays, so you should not refer to yourself. However, in the Concluding Paragraph, it usually is acceptable to include something pertinent about yourself. For instance, if you had written about item #1 from Exercise 1, you could mention how your ideas helped you cope when you were laid off. If you had written an essay on item #4 from Exercise 2, you might mention your plans to own your own a restaurant someday.

A second thing you can do in the Concluding Paragraph is to broaden the focus to a wider view. If you recall the metaphor I used in Section 3, your zoom lens might pull back and you might make further remarks about the topic area. If you had written on #2 in Exercise 1, you might say something about the importance of companies putting the necessary time and resources into their training programs. If you had done #4 in that exercise, you might mention some of the other factors in the change.

The third thing you can do is to move the lens but without changing the focus. You might mention a related area or question which would be interesting to discuss. If you had done #1 of Exercise 2, for instance, you could bring up the idea of what it takes to <u>leave</u> a good job and how it would be interesting to compare the two sets of qualities. Having done #2 in that exercise, you might mention a related field and speculate briefly about the technological advances there.

None of these three techniques is essential, but they give you some options in writing a satisfactory Concluding Paragraph. At this point, it might be easiest to say something personal. Since you should be choosing topics that are of some importance to you, you may find that you will often have that personal perspective. Don't strain to achieve it, however, e.g. "I know someone who runs his own shop and he really likes it", and don't lock yourself into always concluding with a personal observation.

SECTION 6

Getting Started

The process for getting started on an essay is the same as for a paragraph, only more extensive. You can use the same techniques, Brainstorming, Freewriting and Outlining, only you might do them more than once, or for longer periods of time.

For instance, you might start out by Brainstorming a list of possible topics. Having chosen one of these, you might then Brainstorm or Freewrite what you know about that topic. Once you have a list of specific things to say, you might see what patterns you can find among these and make a Preliminary Outline of how to arrange your information.

As you play with the organization, you might find you need more to say about a certain aspect of the topic, so you might go back to Brainstorming. Then when you have all the information you want, you might revise and expand your Outline until it's ready to use in actually writing the essay.

As you are organizing your essays, think also of the Audience to whom you are writing. You might wonder why you should do this, you're obviously writing the essays for your teacher to read. That's true, but he or she will want to see evidence that you have in mind an Audience beyond the classroom. Your conception of an Audience has an influence on the vocabulary you use and the degree to which you explain things. If you are writing on something technical, as you very well might, you could decide that your Audience would be of people with a technical background similar to yours. This would save you from having to go through lengthy explanations which still might not be adequate for a general reader.

You should discuss this with the teacher to see if it's okay to assume a greater technical background than he or she probably has. (This is not to imply criticism of the teacher, but we English types are often lacking in knowledge more technical than how to use a screwdriver.)

Considerations of the Audience aren't limited to matters of technology. You could designate other specific Audiences. For instance, if you were writing about a vacation place, you might indicate that your Audience would be readers of a travel magazine. Or you might say that your Audience is members of your local P.T.A. if you were writing a persuasive essay about what should be done in your school system.

If you don't need to get that specific, you might think of a general Audience of your classmates. Again, discuss this with your teacher.

SECTION 7

Coherence

Just as a paragraph must have Coherence, so must an essay. In the paragraph you were concerned about the order and linking of sentences. Now you need to be attentive to the order and linking of paragraphs. We have already discussed some of the Principles of Organization which provide order, so how do you link paragraphs?

You link them with the same techniques we looked at in Section 6 of Module VI. You link them by repeating key words and phrases, or by using transitional expressions. Look at the paired paragraphs below for examples of how this can be done.

> Even when he's not catching anything, the fisherman is a happy fellow. He's happy because he's living with everlasting hope. He knows that this cast, this change of lure or bait, this new patch of water might be the one that will produce the fish he's after.
>
> The fisherman's hope will keep him out there when the weather turns foul. It will spur him to get up at four in the morning when he usually has a hard time getting up at seven. And this hope will lead him to eagerly go fishing a fourteenth day when he's been "skunked" for thirteen straight.

> It is the fisherman's lot to be understood completely by other fisherman and not at all by those who don't fish. This is the basis for countless jokes and cartoons about conflict between the fisherman and his wife. This is why he seeks out other fisher-men, for that implicit understanding that doesn't need to be expressed.
>
> Trying to explain what he gets out of it is not easy for the angler. How does he say what is so fascinating about soaking pieces of metal or plastic, or smelly pieces of God-know-what in the water? What words can he use to justify sitting and staring at the water for hours on end? The disciple of Walton knows that to try to explain is futile; he will be forever not understood by the non-fishing world.

A behavioral psychologist once explained fishing as a perfect example of the principle of "intermittent reinforcement." It's safe to say that he wasn't a fisherman. It's true that fish are only occasionally caught, but they aren't the reinforcement. It is the thrill of hope with each cast, each minute of a troll, each additional foot of a drift. This is what reinforces the true fisherman.

On the other hand, a person who is reinforced only by catching fish is not a true fisherman; he is someone who likes to catch fish. There is a big difference. Fisherman fish far more often than those who just like to catch fish. Fishermen know that catching a fish is the dessert; trying to catch one is the meat and potatoes. Those who just like to catch fish think that life should be a smorgasboard of desserts. Fishermen simply have more intestinal fortitude. And if they fish tropical waters, they may have more intestinal something else as well, but it's still worth it.

You should try to keep these linking techniques in mind as you write, but you may be able to do more with them when you get to Revision. Speaking of which. . .

SECTION 8

Revising

In Section 7 of Module IV, we looked at three important components of Revising. They were double spacing your first draft, allowing time between writing the first draft and Revision, and reading your first draft aloud.

Revision becomes more important with longer pieces of writing, so in addition to these general considerations, there are more specific questions to use in examining and improving your first draft. The "Questions to Consider included with each essay assignment are ones to think about during Revision, as well as during the planning and actual writing.

In addition to these, there are some general questions applicable to all essays. After you've read your draft for what is most obviously in need of change, go through the questions one by one, looking at specific parts of the essay that some of them point to, and rereading the whole essay looking for aspects, like use of transitions, that other questions ask you to examine. This may mean reading your essay four or five times, but that's all to the good. Each time you read it, you'll pick up one something else to improve. It's amazing how easy it is to read your own work two or three times and not spot some absolute howler of a botched phrase.

The general questions to consider are in the Checklist for Revision on the next page. Read it over and then keep it handy when you start on the essay assignments.

Checklist for Revision

1. Are my General Statements interesting?
2. Is my Thesis Statement clear and interesting?
3. Does the Body of the essay support my Thesis Statement?
4. Does the essay have Unity, in that every sentence and paragraph relates to the Thesis Statement?
5. Is there a clear sense of Audience?
6. Does the essay have Coherence in that the paragraphs are in a logical order?
7. Are their links among the paragraphs?
8. Are my Topic Sentences clear?
9. Are the Supporting Details in each paragraph clear and connected with the Topic Sentence?
10. Is my language exact, concise and devoid of slang, cliches and vague phrases?
11. Are my sentences varied in length and type?
12. Does the essay conclude appropriately and clearly, not just petering out?

SECTION 9

Essays

The eight essays in this section are arranged in an approximate order of difficulty, from easier to harder. That doesn't mean that you have to write them in that order, however, or that you will find the latter ones to be more difficult. Some people might find a Cause and Effect essay easier than a Narrative.

The first key to writing a good essay is finding a topic in which you are interested. Don't leap to the first thing that comes to mind; it may not be appropriate or you may get bored with it as you work. Take a little extra time thinking about it and doing your Pre-Writing. If you find it's not working out, drop it and find another.

There are some suggested topics for each essay. If none of them turn you on, and other classmates feel the same, it might be a good idea to Brainstorm a list in class. This would also give your teacher the chance to talk about what would make a good topic for this essay.

In addition to the suggested topics, there are some questions to use in assessing its feasibility. Take a little time to think about these. Since with something like this, it often helps to think aloud, talking it out with one or two classmates might be a good idea also.

Essay 1 - Personal Narrative

In this essay, describe an event that was significant in your life. You'll find it easier to write if you think of something that is not obviously significant. In other words, do not choose something like getting your first car, your wedding day, or the birth of your first child. These events are so common that it's difficult to say anything different about them.

Instead, choose something whose significance may have grown in time, like the time you were caught shoplifting when you were twelve, or a fifteen mile hike through bad weather. Choose something that occurred during one clearly defined period of time, a few hours or a day. Don't try to describe a situation over a long period of time.

What will make your essay interesting will not be the actual events so much as your reactions to them and how you view them now. The focus of the essay should be as much on the internal "you" as on what you and others did.

Remember that this is an essay, not a short story. You should conform to the Five Paragraph structure. This means that you should have an Introductory Paragraph which indicates what the event was and its significance. Don't try to artificially build suspense or write a surprise ending.

As for Suggested Topics, there are so many possibilities that it's not easy to be specific. What follows are some general ideas.

Your first attempt at asking someone for a date.

Running away from home.

Getting angry enough to tell off your supervisor.

A trip to the hospital emergency room.

The first time you won some sort of contest.

Learning something from your young child.

Showing more endurance than you ever thought you had.

Surprising someone with an unexpected skill.

Pretending to be someone you're not and getting caught at it.

Standing up to a bully.

An incredibly lucky event.

The death of a pet.

A brush with the law.

Getting lost.

Taking a significant test.

When you have a possibility or two, examine their feasibility by considering the following questions.

Do I remember enough significant details to tell the event clearly?

Do I know what was important about it?

Can I convey its importance?

How do I feel about it now?

Do I have enough emotional distance from it to describe it objectively?

Did it change me in some way? Do I know what that was?

Here are some suggestions for relating this event.

Establish the setting (time and place) quickly and concisely.

Try to keep the number of characters to no more than four.

Dialogue can be very effective, but in very small doses. Don't rely on it for much of the narrative; save it for the most dramatic moment.

In deciding which details to include, put yourself in the mind of the reader and consider whether each detail is essential for him or her to understand what was going on.

Essay 2 - Describing a Person or Place

Your objective here is twofold. You want the reader to feel as if he or she really understands something about the person or place, and you want the reader to wish that he or she could learn more about the subject.

The key to this will be a balance between general and specific observations. You should give enough general information, the person's age, sex, position in life, etc., and the place's location, type, climate, etc., that there is no mystery about it. Then you want the kind of specific details, the person's idiosyncrasies or the type of vegetation at the place, that will make the subject unique and real.

Naturally this person or place will be familiar and of some significance to you. You should say what this is in you Introductory Paragraph, but after that, the reader should not be more aware of you than the subject.

Sometimes, a person's action at a particular time can be seen in an almost symbolic way, as representative of who and what he or she is. If there is such an anecdote about the person you are describing, relate it. However, don't spend so much time on it that it sounds more like a narrative. It should have a place in your description, but not dominate it.

Likewise, there might be one specific spot in your place that is most significant or characteristic. You could concentrate on that, but not to the exclusion of the overall picture.

Suggested Topics:

Person

Favorite aunt, uncle, grandparent.

Childhood friend.

Significant teacher.

Your best friend when you were between 18 and 22.

Co-worker.

An elderly person you're friends with.

A child, not your own, you're friends with.

Clergyperson.

Place

Vacation spot.

Where you played as a kid.

Place of solitude and tranquility.

Most beautiful place you've ever seen.

Filthy, horrible, depressing place.

Treehouse you built.

Favorite spot at work.

Your bedroom as a kid.

Questions to consider:

Person

Is his/her physical appearance significant and can I describe it concisely?

Do I remember my first impression or him/her can I describe it?

What was my relationship to him/her and what is it now?

Did or does he/she have certain characteristic verbal expressions?

Are there characteristics of this person that I've never found in anyone else?

Did or does this person do certain things that always make me smile, laugh, wince, gnash my teeth, want to hug him/her, etc.?

Do I know how others react to this person, and is their reaction

significant?

Was or is the person different with you than with others, and is this important?

Place

Can I mentally picture the place?

Do I know what is important to describe, and is it possible to describe these features?

Are there important small details I can describe which will make the place distinctive?

Is its significance to me clear and can I describe that effectively?

Do I need to describe other people in connection with this place, and can I do this concisely?

Can I think of how the place smelled or sounded, not just how it looked?

If it's a place in my past, would I want to go back there, and why?

How familiar would my readers be with this type of place?

Essay 3 - Reporting Information

Whether you go on to college and/or to a more challenging job, it is almost certain that, at some time, you will have to make a Report of Information. Whether they come from library research or laboratory testing of a new product, from readings or from field testing, Reports are common. The subject matter for Reports ranges as broadly as the scope you're interested in without too much difficulty.

In choosing a subject, look for one you already know something about. This is not an essay for which you should have to do much research. You might want to look at materials you have at home, just to refresh your memory, but you shouldn't have to do a lot of digging to get enough information.

Once you have your topic, do some Brainstorming of all you know about it. It's important for you to have a wide range of facts from which to choose. Look over your list to determine patterns of information, basic or sophisticated for instance, which will help you organize and outline your essay.

In addition to finding a good topic, another key to doing this essay well will be to develop a good Thesis Statement. Because the essay presents information in straight forward manner, there can be a tendency to write Thesis Statements that are so straightforward they are flat and dull. They often look like this, "This report will discuss the various common beetles found around the home," or, "I am going to describe the exciting sport of windsurfing." This sort of announcement is okay but it just doesn't grab interest. If you know that your topic is not already fascinating to the majority of your audience, as is generally the case, you want to grab them early and

make them want to read on.

Compare the dull versions of the Thesis Statements above with these that have been spruced and spiffed up.

> Though beetles around the home are usually greeted with disgust and aversion, the smart homeowner knows something about what types there are and how they come to be in the home.

> Flashing across the waves with the spray and wind in his face, controlling the craft with clever moves of his feet and hands, the windsurfer knows that he has found the ultimate thrill in watersports.

For a little practice at writing a catchy Thesis Statement, try revising and breathing life into the ones below, which are just about comatose.

> Personal computers are becoming more popular and perform many tasks around the home.

> Workman's compensation laws are rather poorly understood.

> AIDS is a major threat to public health and everyone should know more about it.

When you're done, compare your revisions with those of some of your classmates to get an idea of some of the different ways to resuscitate a dying Thesis Statement.

As you look over your information in organizing your essay, think about the Audience you want to address. You should have a clear idea in mind of who might be reading your essay. For any subject you know well, you probably have information which someone unfamiliar with it would find interesting. For instance, if you were interested in model trains, you would be able to put together a report for those of us who know little about them. You would also be able to report information of a more technical or sophisticated nature, track gauges or collector's item models, which a fellow hobbyist would understand and appreciate.

In connection with this, you may have to define certain terms, concepts, parts, etc. If this is the case, you might work initially on these definitions, seeking the clearest and most concise ones. Try them out on others to see if they understand. Your writing will be easier if you have your definitions set at the start.

Suggested Topic Areas with Examples:

An ordinary thing people should know more about: itching, thunderstorms, leaves turning colors, ink, pet foods, athletic shoes, pavement.

A current problem in society: homeless people, AIDS, drug abuse, nuclear power, waste disposal, child abuse, single parent families, deteriorating schools.

Something people take for granted: fingernail clippers, "Walkman" stereos, calculators, erasers, laundry detergent, newspapers, hoses, adhesive tape, batteries.

Ethnic food: Mexican, Chinese, Indian, Italian, soul, Polish, etc.

A historic location: Valley Forge, Fort Ticonderoga, Statue of Liberty, Williamsburg, Gettysburg, Ellis Island.

A natural wonder: Niagara Falls, Painted Desert, Smoky Mountains, Letchworth State Park, Mississippi River, Great Lakes, Death Valley, Ausable Chasm.

A popular movement: feminism, Moral Majority, handgun control, anti-handgun control, anti-smoking, Moonies, anti-D.W.I., AIDS education. (Be sure to report on one of these objectively, <u>not</u> as an advocate.)

A historic event: Custer's Last Stand, sinking of the Lusitania, Kennedy's assassination, raising the flag on Iwo Jima, singing the Declaration of Independence, Nixon's resignation. (Choose something that occurred over a short duration.)

A hobby: fishing, hunting, quilting, model trains or cars, baseball cards, collecting anything, gardening, golf, tennis, gourmet cooking, photography.

Questions to consider:

Do I know enough about this subject?

Do I feel strongly about it?

Can I cover it, or some part of it, adequately in a short essay?

How much interest do others have in it?

What questions have others asked me about it?

What terms, concepts, parts, etc. do I need to define?

Is further information about it readily available?

Can I find an angle on it that will spark interest?

Essay 4 - Illustration

This essay will be similar to the previous one. Some of your Reporting Information essays may have been very much ones of Illustration, and some of the topics suggested would lend themselves to this type of essay.

In the Illustration Essay, you want to find a topic where you can come up with three good, significant Examples, or Effects, each being explained in one paragraph. These will probably not encompass all the examples there are, but would be representative of them.

That's all rather vague, so let's look at a couple of examples. You might consider the trend toward people trying to improve their own health. Three Examples of this trend would be the popularity of aerobic exercise, greater concern for the nutritional value of food, and more people giving up smoking. These are not the only examples of this trend, but they are good representative ones.

You might also consider the Effects of rising college tuition costs. Three of these might be greater numbers of women working to pay for their kids' college education, colleges leaning harder on alumni for contributions, and more students graduating with loans to pay off.

The first thing to do would be to think of what I'll call the "Phenomenon," a trend, development, movement, change, etc. It would probably be good to Brainstorm some of these in class. They can be hard to think of on your own, but when a whole class gets going, you could come up with a long list.

Then pick three or four you're familiar with or have wondered about, and list as many different Examples of the Phenomenon, or

Effects or results of it. Look for more than the obvious. You might think of an Effect that is not clearly linked, but might be plausibly connected. For instance, you might consider the rise in medical malpractice suits to be partly an Effect of people's greater concern for health, as they demand more from their doctors. Even if you couldn't prove a connection, you could argue for it. In this essay, you won't be held to the standards of documentation that you will be in the future, so enjoy it while it lasts.

When you have a likely topic, organize it by having the Introductory Paragraph serve to describe the Phenomenon. Your Thesis Statement would be something about the Examples or Effects of it. The Body of the essay would be the describing of these Examples or Effects. The Concluding Paragraph would be a fairly standard summary plus other remarks.

Suggested Topics:- Examples or Effects of:

Increased popularity of cable TV.

Increased energy costs.

Greater number of women working.

TV evangelism.

Stress in everyday life.

Increased number of teenage mothers.

Rise in athletes' salaries.

Rise of the service economy.

Acid rain.

Fear of AIDS.

TV violence.

Increased popularity of personal computers.

Questions to consider:

Do I know enough about the phenomenon?

Is it familiar enough that I can describe it in a paragraph?

Is it something I have a personal connection with?

Can I think of three good Examples or Effects?

Can I describe these in a paragraph each?

Can I think of an Example or Effect that is not obvious?

Can I make a plausible argument for the connection of that Example or Effect?

Essay 5 - Explaining a Process

In this essay, you explain how something happens, the steps whereby an event occurs. The emphasis is on the step-by-step sequence. You don't have to argue that it is right or wrong, just that it happens. If you're explaining how leaves turn colors in autumn, you just have to describe each step of the Process. If you're describing how someone gets appointed to the Board of Selectmen in your town, you don't have to justify or criticize the Process, or praise or complain about the present Selectmen. You should simply state exactly how this happens.

In Explaining a Process, you use a Time Order, describing in sequence what happened first, second, third, and so on. This is a fairly easy way to organize, since we so often think in Time Order. (If I ask you how your day has been, you'll think in Time Order before responding. If you ask me to teach you what I'm doing, I'll think in Time Order before instructing.) All this talk of thinking implies that planning and organization will be crucial in this essay. If you don't have the chronological sequence clearly in mind, you'll never be able to describe it adequately for anyone else.

An important point about this essay is to recognize that it is different from a How-To-Do-It essay. in Explaining A Process, you describe how something happens or how someone else does something. In a How-To-Do-It, you address the reader directly, telling him or her what he or she should dot to accomplish an objective. Keeping the reader and what he or she wants in mind will keep you from mixing the two. In Explaining a Process, the reader simply wants information for its own sake. In a How-To-Do-It, the reader is looking for

instruction so that he or she can do something.

This difference translates into very different types of sentences. The Explaining a Process essay has regular simple, compound and complex sentences. The How-To-Do-It essay uses imperative sentences, also known as commands.

For example, look at the differences in sentences between an Explaining a Process version of starting a garden and How-To-Do-It version.

> The first step in planting a garden is to turn over the soil. This an be done by hand or by roto-tiller. Whichever method is used, it's important to break up and aerate the soil. At this time, fertilizer can be mixed into the soil.
>
> In planting a garden, first turn over the soil. You can do this by hand or with a roto-tiller. Be sure to break up the soil so that it's aerated. At this time, you can also mix fertilizer into the soil.

You may notice something else about the Process sentences, and that is that two of them are in the Passive Voice (see section 5 of Module III.) This is not surprising in that the concentration is on the Process, the action, rather than who is doing it. It's not necessary to identify who has "done (it) by hand or roto-tiller" or who is mixing the fertilizer.

In contrast, the How-To-Do-It does concentrate on the person doing all this, namely on "you." Even when that pronoun isn't used, it is always understood to be the subject of an imperative statement.

All this is important because students have a tendency to slip from Explaining a Process into How-To-Do-It by using imperatives. Be sure (I'm using the imperative) to keep your focus on the Process and don't start addressing the reader and telling him or her what to do.

In choosing a Process to explain, find one that you're quite

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familiar with, but one that is not too complicated. If there are a lot of steps, it can be hard to explain, even if you know it well. In addition, choose one that does not need props or a physical demonstration. You might consider a process that isn't physical at all, for instance, convincing yourself that it's time you went to the dentist for a check-up.

Suggested Topics:
Winning an argument.
Preparing a car for winter.
Starting a new lawn.
Something you do at work.
Family adjustment when a parent goes back to school.
Reducing Christmas shopping hassle.
Cleaning a gun.
Getting over a bad relationship.
Finding a new relationship.
The electoral college.
Formation of acid rain.
Adopting a child.
Building a patio or deck.
Choosing a college.
Smoking meat or fish.

Questions to consider:

Have I done this myself? How many times?

Can I explain it just in words?

Is it something others would find interesting?

Is there a lot to describe or define before I get into the process itself?

Would it help if I specified an Audience?

Can I keep the focus on the Process and not start to give How-To-Do-It direction?

Essay 6 - Evaluation

The previous essays have dealt mainly with facts and you have had to determine how to arrange and use them. With this essay, we now get into matters of opinion. Your Evaluation of something is your opinion, and not everyone will agree with you. You will be using facts, but they will be in a supporting role, explaining and justifying your opinions.

This essay, and the two that follow, involve Argumentation, the elaboration and presentation of an argument. You are trying to persuade the reader about something and so you will be more forceful than when you were narrating or describing or informing.

As you progress through college or up the job ladder, you will be getting more involved in situations where you must present and support you opinion, so learning techniques of Argumentation is a worthwhile thing. It can also be a lot of fun, so enjoy it.

An important part of writing this essay is determining appropriate Criteria for Evaluation. You want to choose Criteria which are important and will be meaningful to others. And you don't want to select so many that you have to gloss over them.

For example, in Evaluating a car, you could discuss such Criteria as comfort, roominess, power, handling, convenience, appearance, prestige, repair record, and price. Which ones you selected would depend on the car you were Evaluating. If it were a Lamborghini, you wouldn't worry about roominess or convenience. Likewise, you probably wouldn't consider appearance or prestige as much if it was a Plymouth Voyager.

When you have a topic you're considering, Brainstorm a list of criteria. I'm suggesting this because it will help to go beyond the obvious ones and in Brainstorming, you can think of Criteria that might be off beat but would make for an interesting Evaluation. For instance, if you were Evaluating a high school, you might go beyond obvious criteria such as the students' performance on standardized tests or how many of them go to college. Instead, you might discuss how well the school informs and involves parents, or how much the school is used by the community for non-school functions. These are valid Criteria also, and your Evaluation using them would be more interesting.

Of course, in order to support your Evaluation, you need evidence. This is where you use facts. They might be statistics or examples, illustrations or expert testimony. As you organize the essay, Brainstorm a list of facts, then match this with the Criteria you've selected. All you have to do then is to find a suitable order in which to present all this.

A question to consider early is whether you want to compare what you are Evaluating to something else like it. This can be helpful when your subject is not well known, but something like it is. If you were evaluating a new hamburger chain, for instance, it might be helpful to compare it to McDonalds or Burger King. Whether you compare will be determined by the type of subject and your specific example. If you're not sure whether to compare, it might be helpful to discuss this with the teacher or a classmate.

Any time you are trying to be persuasive, it is important to

avoid what are called "Logical Fallacies." These are invalid types of reasoning that may appear persuasive but don't stand up to careful examination. Among the common Logical Fallacies are:

Personal Tastes - For example, praising a restaurant because they serve shrimp scampi, your favorite meal.

Trivial Criteria - Criticizing a movie because you didn't like the clothes of one character.

Hasty Generalization - You like the Ford Taurus because you've always liked Fords.

Either/Or - Your subject is either 100% good or 100% bad. Very few things in life are that consistent.

Inappropriate Appeal to Authority - This toothpaste is really good because a famous soap opera star uses it.

Straw Man - Saying your subject is good by comparing it to a weak example, for example, praising an imported wine by saying it's better than Ripple.

A final consideration in your planning is whether you should mention something contrary to the overall theme of your evaluation . In other words, should you mention a drawback in something you're praising or a positive feature of a thing you're panning? This is not an easy question to answer. If the contrary feature is significant, you would probably be right to mention it. Also, if you think your audience is aware of that feature, you should acknowledge it so that they don't feel that you are being unfair.

Suggested Topic Areas:

Novel.

TV show or movie.

Restaurant.

Institution such as a school or church.

Concert or show.

Politician.

Consumer product such as a stereo, camera, computer, microwave.

Department store.

How-To-Do-It book.

Recreational vehicle or vessel, such as a snowmobile, dirt bike, ATV, sailboat, motorboat.

Everyday vehicle.

Theory, such as evolution, Big Bang, capitalism, Freudian psychology.

Record album.

Speech.

Tourist attraction.

Questions to consider:

Have I had enough experience with the subject to Evaluate it?

Can I be objective about it?

Is my audience familiar with it? Are they likely to be pro or con?

Can I present in a concise manner the simple descriptive facts of what this thing is?

Can I think of relevant Criteria for Evaluation?

Can I find sufficient evidence to support these Criteria?

Is there an appropriate comparison I can make?

Can I take a generally positive or negative approach? (Being right in the middle is difficult to write and not as much fun.)

Essay 7 - Cause and Effect

At first glance, it might be thought that this essay is very much like the one where you Explained a Process. However, it's different because here you're examining "causation," not merely sequence. It's not enough just to show that two things have occurred consecutively in time; you have to argue that one made the other happen.

As such, this is also an essay of Argumentation. There may be alternative explanations for the subject, and you have to be convincing that yours is the best one. You will need to marshal supporting facts to back up your opinions.

It would be possible to explain a Cause and Effect that is not arguable, how warm days and cool nights cause sugar maple sap to flow, for instance. However, I am going to ask you to examine a Cause and Effect situation that cannot be so conclusively proven.

In order to make this an essay of Argumentation, you will take a recent Trend or Change and suggest the reasons for it. For instance, you might examine the Trend toward smaller families in the last thirty years. Your argument might be that the increasing number of women who work and increasing costs for education are the reasons for this Trend. There might be other factors, but you would argue as persuasively as you can that these two Causes have been primarily responsible.

In choosing a topic, stay away from things which are merely fads or normal changes in style. By definition, fads can't be explained. It would be futile to try to determine the Causes for the interest in pet rocks a few years ago. Likewise, there's no point trying to determine why certain colors are "in" this year or why hemlines are

at a certain point.

When you've thought of a Trend you might analyze, Brainstorm or Freewrite all you can think of about it. Think of examples of it, where, when and how it can be seen, how it might have touched your life, etc. Then Brainstorm a list of as many Causes as you can possibly think of, plausible, semi-plausible, outrageous. Try to think of hidden or subtle Causes, not just obvious ones. For instance, changes in tax deduction allowances might be a reason for smaller families.

Other things to consider with Causes include whether one is an Immediate, precipitating Cause, or one that is Remote, of historical background. For instance, an Immediate Cause of the Trend toward using microwave ovens was the technological developments that made it possible to produce them inexpensively. A background or more Remote cause might be the larger number of people who work and therefore need something that can prepare food quickly.

Another consideration of Causes is whether they are Necessary, whether the trend could not have occurred without them, or Sufficient, where one Cause might be the only Cause. Technological developments were a Necessary Cause in the microwave Trend. Frustration with the rising crime rates might be seen as a Sufficient Cause in the trend toward reestablishment of capital punishment.

Finally, you might also analyze whether a Cause is a Starter or a Perpetuator. Technological developments would be a Starter. Concern over crime would be a Perpetuator.

Whether you discuss Causes that are Immediate or Remote, Neccessary or Sufficient, or Starters or Perpetuators depends on your subject. These concepts are presented to help you decide how to build

a strong argument. Knowing them would help you avoid arguing for two Immediate Causes as Sufficient when there is an important Perpetuating Cause.

When you've selected the two or three most likely or most interesting Causes, Freewrite for five minutes on each, summing up all the evidence you can to support their causation. Highlight connections between Cause and Effect that can't be explained by coincidence.

I mentioned most "interesting" Causes because you might want to look beyond the obvious to something that is intriguing. There might be two or three obvious Causes for a trend, ones that everyone would agree on. You might want to acknowledge these, then discuss some others, possibly Remote, that people haven't thought of, you should acknowledge it so that you will have credibility. Then you could explain that while it's valid, it's not Sufficient.

Likewise, you might be aware that there is a popular Counter-argument to one of your Causes. Here again, it might be wise to mention it and then explain why it has no validity.

All of this means keeping your Audience clearly in mind throughout the planning and writing. Imagine how they might respond to each point you make so that you can phrase things persuasively and muster convincing support for your opinion.

Your Introductory Paragraph should establish that there is, indeed, this Trend. In some cases, it will be very obvious and you need do little more than mention it. In others, you may have to summarize some evidence that the Trend does exist.

Each of the Paragraphs of the Body should discuss one Cause. You might want to organize these from most to least important, or vice-versa. You might also organize them from Remote to Immediate, or Starters to Perpetuators.

The Concluding Paragraph would summarize the Trend and Causes and include any other remarks. One type of remark you might include here would be some speculation about the future. Will the Trend continue? Will it change in any way? What leads you to feel this?

Suggested Topics - A Trend in:

How you do your work.

Sexual morality.

Parenting.

Public education.

Election campaigns.

Patterns of disease.

How people shop for clothes.

Attitudes in your local community.

The way a sport is played.

How children spend leisure time.

Music.

Television.

Having babies.

Investments.

Computer use.

Questions to consider:

How knowledgeable an I about this Trend?

How do I feel about it?

How knowledgeable is my Audience?

How many Causes might there be?

Is the Trend important?

Are there Counterarguments to my explanation?

Are these really Causes or just coincidences in time?

Am I ignoring any significant Alternative Cause?

Essay 8 - Making a Proposal

You've been such good boys and girls about restricting yourselves to this rigid Five Paragraph format that for the last essay, I'll let you do as many as you want. You should still have Introductory and Concluding Paragraphs, but you may make the Body two or three or four or however many you think are necessary.

With this essay, you should think of the Body as having two parts, a description of a problem and the Proposal of a Solution. How much time you spend on the Problem will depend on its nature, but you will have to prove that there really is one. Then you will have to show that your Proposal will solve it better than any other idea.

This is another essay which will be good practice for the future. Wherever you wind up vocationally, you may have to Propose something new to people who are going to expect you to be clear, concise and persuasive. So here again you have to consider aspects of Argumentation, such as how favorably or unfavorably inclined toward this Proposal your audience might be.

Your first task, choosing a Problem, should be influenced by how well-recognized it is. If you're the only one who's aware that school crossing guards are suffering an excessive degree of chapped hands, you may have to spend so long convincing your audience of this that it will detract from your Proposed Solution.

Thus, as with all the other essays, you should spend a fair amount of time choosing a topic. Brainstorming in class a list of well known Problems would be a good idea. As you select your problem, pick one for which there is a feasible solution. Everyone knows

that child abuse is a major problem, but no one knows what to do about it. You might have an idea of a Proposal that would help, but unless you're an unrecognized genius, it wouldn't solve it. Try for a Problem where you can think of a Solution that would solve it, or nearly do so.

To prepare the way for your Proposal, you may want to build off the previous essay. By analyzing the Causes of the Problem, the Solution may almost suggest itself. If you feel that the major Cause of poor voter turnout in major elections is ignorance of the issues and candidates, then obviously, voter education is a sensible Solution.

In addition to arguing that your Proposal will Solve the Problem, you need to show that it is the best idea. Your audience should be convinced that your way is better than any other. Therefore, you may have to consider other Proposals and show what is wrong with them in comparison to yours.

Furthermore, there may be a drawback to your Proposal, such as its cost. You may have to argue that the benefits of it outweigh the drawback.

Arguing for the superiority of your Proposal and against any drawback is similar to arguing against an Alternative Cause or Counter argument. The techniques you used in the Cause and Effect essay may be similarly effective here.

In all your essays, you have been consciously or unconsciously trying for an appropriate Tone. Just as tone of voice is important, a writer's tone can be very significant, especially in an essay of Argumentation. You want to sound authoritative yet reasonable, understanding but firm, open-minded but convinced. How you do this

is part of developing your individual style, so there are no hints or tricks I can suggest. The best step you can take is to get the reaction of others. Ask classmates or family to read your first draft and ask them how you seem to come across. You might even write two different versions of the same paragraph and ask others which makes you seem more convincing.

A Proposal is a call for action, so in this case, you are asking your Audience to, at the least, support some action, if not to act themselves. This is asking for more than just agreement that you are right about why something occurred. As a result, your consideration of the Audience may need to be more thorough than in other essays. You may want to specify the Audience here, even if you haven't done that before. If your Proposal has to do with alleviating traffic problems in your home town, you might want to say that your Audience is the Board of Selectmen and indicate something about their makeup.

As you plan your argument to this Audience, think of the negative things people say when they don't want to do what you think they should. Have an answer for any of these statements that might be made:

It won't work.

It'll cost too much.

People won't go for it.

It'll take too long.

We tried something like that and it didn't work.

The problem's not so bad; we can live with it.

There's no one to lead the way.

There's no way to get it started.

It'll cause more problems than it solves.

Suggested Topics - A Proposal to Solve the Problem of:

Difficulty in passing the local school budget.

Waste disposal.

Teenage pregnancy.

Pit bulls.

Shortage of nurses.

Vandalism.

Violence at sports events.

Balance of trade deficit.

D.W.I.

Voter apathy.

Poor manufacturing productivity.

Uncomfortable or unsafe condition where you work.

Rising medical costs.

A difficult traffic situation.

Unsafe streets.

Questions to consider:

Do I know enough about the Problem to convince other it exists?

Do I have some personal acquaintance with the Problem?

Will my Proposed Solution really address the Problem?

Am I being realistic in terms of how much my Proposal will relieve the Problem?

How is my audience likely to feel about the Problem?

How is my audience likely to feel about my Proposal?

What feasible alternative solutions are there? Can i show that mine is better?

Is there a drawback to my Proposal? Should I acknowledge it? Can I show that the benefits outweigh the drawback?

MASTERY ACTIVITY

The Mastery Activity for this Module is again based on the idea that "mastery" implies a certain degree of facility and speed. If students have really mastered the Five Paragraph Essay, they should be able to write one without a terrible struggle over a long period of time.

Give them an hour and have them write a Five Paragraph Essay of Argumentation. You should give them a choice of types and topics. You might give them three topics for Evaluation, three for Cause and Effect, and three for Evaluation. They would choose one. The topics could come from lists Brainstormed in class but not chosen by any student. Try to make the topics broad enough that the students can find a specific angle which they would like to take.

At first hearing, they may complain about the time limitation. Some may say that they spend five to sex hours on each essay, and they may be right. Yet they should be able to get the time down as they become used to the format. You could also mention that they will almost certainly be facing essay exams in the future, and it is important to learn how to handle them without complete nervous decompensation.

Along this line, it would be good to discuss ways to approach essay exams. You could look at some typical types of essay exam questions, e.g. "compare and contrast," "describe the origins," "attack or defend this position."

Be sure to talk about how to utilize time. The tendency for students is to panic and start writing too quickly. Tell them that if they spend twenty minutes Pre-Writing and Outlining, the forty minutes

left will be plenty of time to do the actual writing, with a few minutes left for proofreading. They may have a hard tome believing this, or at least putting the idea into practice. So a good idea would be to have a practice exam where they would be given twenty minutes to do nothing but Pre-Write and Outline an essay. When they were finished, you could discuss their planning with them. Then ask them to take their work home and write the actual essay, timing how long it takes. If they have done a good job of planning, most will find that they can do the writing in forty minutes or so.

If you have to grade this essay, be sure to spell out for the students the criteria you will use. Overall structure and use of transitions would probably be important; spelling would not.

The Mastery Activity should be a learning experience, not just an end-of-unit evaluation. Therefore, you should allow time to go over the essays in class, when you get them back the next day, heh heh. You might read aloud some of the better-written and/or most interesting.

IDEAS FOR EXPANSION

As with Module IV, you could expand this one by having the student write more than one essay of some of the types. Which ones you chose would depend on what you see to be the students' needs and interests.

There are also other types of essays they could do. Classification and Compare and Contrast are two obvious examples. Each of these can be fairly difficult, so it would be best to do them later in the unit.

The writing Handbooks mentioned earlier all have sections devoted to longer compositions. None of them is bad but none is outstanding either.

There are also a great number of books dealing primarily with the longer works. By far the best one I have seen, a simply outstanding text is The St. Martin's Guide to Writing, by Rise B. Axelrod and Charles R. Cooper (New York: St. Martin's Press, 1986.) It includes chapters on all the types of essays assigned in this Module. Each chapter begins with a description of the practical uses, academic and non-academic of the type of essay. Then three or four examples of the type are presented with discussion questions. Most of these are professionally written, but some are by students of the authors.

What is most helpful in this text are the numerous Pre-Writing activities and questions. You could spend quite awhile doing these and just about all of them are worthwhile. In some of the chapters, they discuss Revising and show the steps and stages their students went through to prepare the final draft presented at the beginning of the chapter.

Axelrod and Cooper don't push the Five Paragraph Essay, or any particular format. However, the thrust is on the short essay and most of the types they describe and topics they suggest are appropriate for the Five Paragraph format.

Prerequisites

Students should be able to complete the objectives in Modules III and VI, writing sentences and paragraphs respectively. If they cannot write these effectively, they will really struggle with the business letter.

While they don't have to know how to write a good short essay, it wouldn't be a bad idea if they did. Organizing a business letter can be similar to organizing a short essay, so if they've had practice doing this, they'll find the business letter an easier task.

Time for this Module

Two or three weeks ought to be sufficient.

Objectives

When they finish this Module, students will be able to:

1. Discuss the importance in Memos and Business Letters of such things as Clarity, Concision, Courtesy, Tact, Organization, appropriate Tone and understanding the needs of the recipients.

2. Demonstrate the appropriate format for a Memo, particularly the heading.

3. Discuss Guidelines of when and how to write Memos.

4. Discuss considerations of writing Memos to superiors, equals and subordinates.

5. Demonstrate the proper format for a Business Letter.

6. Discuss aspects of an appropriate and effective style for the Business Letter.

7. Discuss some of the purposes of the Business Letter.

Overview

This Module concentrates on two types of written communication. These are the Business Letter, sent to someone outside the company, and the Memo, sent to someone within the company.

We begin by considering certain concepts important to any type of written communication. These include such things as tone, clarity and concision, courtesy and tact, and so on.

We then look at certain types of Letters and Memos, and there are exercises asking students to work with specific examples of these.

With this Module particularly, it would be good to know the students' background in this area, and what they anticipate doing with it in the future. So I would take some time to talk with them about what Letter and Memo writing they've done and anticipate doing.

The reason for this is that the relevance of this material may not be readily apparent to your students. If they are primarily assembly line workers, they may have had little or no experience writing Letters and Memos and they may not see the need for knowing how to do so in the types of careers to which they aspire. In addition, there is not an academic justification for this material; they don't need to know how to write a Business Letter in order to succeed in college.

If you think that the material is important but the students don't initially agree with you, you might do some discussion of situations where Letter and Memo writing skills would be important. This could be helped by bringing into class people from the company who are in positions which your students might someday fill. These individuals could talk about when they need to write Letters and Memos and how important these skills are.

Now I want to raise the old bugaboo about grading. Letters and Memos are easy to grade from technical perspectives, the correct heading, punctuation, and so on. They're not as easy to grade on their content. If you have to or want to grade student's work, be sure to clarify for them what criteria you will use. How important are the technical details? Are you looking primarily for clarity and completeness or content? Or do you want to see phrasing and a respectful tone? In order to give students a sense of what you're looking for, you could show them good and bad examples of typical Letters and Memos.

If you delineate your criteria, this is very helpful, but remember to allow for individual differences in style. There is nothing wrong with a correspondent coming across as a human being, rather than a thoroughly programmed computer. In fact, in this day and age, there's a lot to be said for it.

SECTION 1

Introduction

In this Module, we address (pun intended) the Business Letter and Memo. Whether or not you have to write these now, there is a good chance that in the future you will have to. Business Correspondence is not dealt with to a great degree in college courses, so it may prove very valuable to you to work with it now.

Even if you don't write Business Letters and Memos, you are undoubtedly aware that those who do write them vary tremendously in their ability to communicate. You may be aware that even a high position is no guarantee that the person can get his or her points across effectively. I have seen communications fro company presidents and other top executives which were just confusing messes of grammatical mistakes, bewildering jargon, and fuzzy high-falutin' language. You may have too.

Another problem that can exist in Business Correspondence is producing the wrong emotional response in a recipient, despite the fact that the ideas or information is clear. You may have seen a posted memo which made its points clearly, but did so in such a terse, blunt way that you felt insulted. You may have seen others which had a condescending, patronizing tone which made you feel as if you were back in third grade.

Thus, we want to work on two major objectives, saying what we mean clearly, and saying it in a way that produces a positive response in the recipients. The reason it takes work to reach these objectives goes back to a point I discussed earlier, that is, when you write, as

opposed to speak, you have limited means to communicate and only one shot at doing so. This is an important consideration in any kind of writing, but it becomes even more important when you are trying to communicate to selected individuals. These people will filter what you say through their own perspectives and biases, and the less confusion and ambiguity there is in your writing, the less chance there will be of them confusing or misinterpreting your remarks.

There are, of course, a great many reasons for writing Business Letters and Memos, and we will examine a few of these. First, however, we want to look at certain important characteristics of this type of written communication.

SECTION 2

Characteristics of Business Correspondence

Organization

Organization in Business Correspondence is just as important as in expository writing, i.e. the kind of essays we've just worked on. The recipient should know why you're writing, the background information necessary to understand your purpose, and what you specifically want of him or her.

This basic pattern of Organization applies whether you are writing a Letter or Memo. Arranged more graphically, it looks like this:

1. If necessary, information on who you are.
2. Why you are writing.
3. Background information. This may include what the recipient said to you in a previous letter or memo. It might also include information necessary to understand the situation you are writing about or the reason you are writing.
4. Further information which the recipient to take and the time by which he or she should have taken it.

#1 and 2 might be included in the opening paragraph. After that, each part should be in its own paragraph, at the least. You might need more than one paragraph for each part. Paragraphs in business Correspondence tend to be shorter than in essays, often being just one sentence. This makes it easier to read.

Clarity and Concision

Probably the most important qualities in a Business Letter of Memo are Clarity and Concision. You want to say things clearly so that the recipient understands just what you have to say. And since this recipient may often be pressed for time, he or she doesn't want to spend all day reading your message.

These two concepts are actually associated with each other. Concise writing is usually clear, and clear writing tends to be concise. If you have to use a lot of words, it may be an indication that you are not clear on what you want to say, and if you aren't clear, then for sure, the recipient won't be either. If you add a lot of words just to sound impressive, you may cloud your message and you will certainly take up more of the recipient's time.

At this point, you might want to look at or review Section 6 of Module III. This dealt with writing clear and concise sentences and will be helpful as you go through this Module.

In connection with being clear and concise, there are two types of language to avoid. One is "Jargon," the technical words and phrases of a group of people with the same tasks or objectives. Every group, especially when new, develops new forms of the language. This is usually necessary to label equipment, processes, and concepts that didn't exist before. Computer science is an example of this. Yet all too often, these new phrases become Jargon, used as a sort of code to identify those who are "in," and keep out those who are "out." Computer science is an example of this also.

You can probably think right now of some of the Jargon terms in your field, including some that are necessary and some that may have outlived their usefulness. Try to avoid using the latter, <u>especially</u> when writing to someone outside your field. Few things put people off more than feeling bewildered and put down by a lot of technical Jargon. If you must use a Jargon phrase when writing to someone who might not know it, the courteous thing to do si to define it.

The other type of phrase to avoid is the Hackneyed. This is one that is overused to the point of being a cliche'. It is frequently rather fancy and has been used to give an air of education and intelligence. To use it now produces an air of stiffness and stuffiness. Here are a few to avoid, or should I say, "eschew"?

As in the above	Enclosed please find
As per	Hereby acknowledge, request etc.
Attached hereto	In accordance with
Attached please find	I regret to inform, state etc.
At your earliest convenience	I wish to inform, state, etc.
Avail yourself of the opportunity	Pursuant to
Beg to ask, request, state, etc.	Take this opportunity

Courtesy and Tact

Being Clear and Concise is not the same as being blunt and rude. There is a place for Courtesy and Tact in writing just as there is in speaking, perhaps more so. You don't have tone of voice, facial expressions, etc. to convey a positive attitude. So words and phrases like "please," "thank you," "I appreciate," "I would like," "would you please" belong in your writing just as your parents taught you to put them in speaking.

Now someone might point out that some of the Hackneyed phrases

I said to avoid are ones of Courtesy. It's true that they may have started that way, but now they are empty and phony. There is a fine line between sincere courtesy and pompous phoniness, just as there is in speech. You can probably think of someone who uses a phrase like "would you be kind enough to" and never really means it.

How can you know whether you sound sincere or phony? Check you gut feeling. Are you using the word or phrase because it represents how you feel, or are you merely trying to impress? If it's the former, you will come across overall as sincere. If you just want to impress, well . . .

Tact is not the same as Courtesy. Being tactful is phrasing things with a consideration toward the feelings of the person receiving the message. If you ever received a letter informing you that you didn't get into that college or get that job, the person writing it probably did not say, "You didn't get picked. Tough luck, kid. Better luck next time." It was more likely, "I am sorry to inform you that the committee has selected another applicant. We had a number of outstanding applicants. . .", etc. etc. Careful considerate phrasing does make a difference to people's feelings, and your correspondence will be more effective if you always keep them in mind.

Tone

Keeping others' feelings in mind enters into your development of an appropriate Tone. As we saw earlier, Tone conveys attitude in writing just as tone of voice does in speaking. In your correspondence, you want to adopt the proper tone through appropriate selection of words, phrases, and sentence construction. This may

vary, depending on your purpose. Sometimes you might want to seem more friendly, other times, more respectful. Occasionally you may want to come across as firm and resolute, and at other times, understanding and flexible. What words would you use to characterize the Tone of the following passages?

1. Employees are to refrain form using the washrooms at the start of corridor A. These are reserved for visitors to the plant and just not be messed up. There are plenty of other washrooms for employees to use, so please stay out of those on corridor A.

2. I am sorry that our failure to provide a sufficiently wide guard around the handle has caused you difficulty in using the Wiggley Wand. We have received other complaints about his and are currently developing a new guard. Thank you for caring enough to write to us about it.

3. We have carefully considered all the points in your critique of our packaging operation. You have obviously studied it closely. Nevertheless, we are going to stay with the operation as it stands. Our analysis shows that while there are some minor problems, as you indicated, fixing the would simply be too expensive and time-consuming.

4. We are most honored and grateful that you took the time out of a busy schedule to visit our plant. Your presence certainly had an uplifting effect on everyone who works here. We are deeply appreciative of your favorable comments and are also eternally in your dept for the helpful suggestions you graciously offered.

Look them over again carefully, noting key words that seem to suggest an attitude. In characterizing these, you can use slang terms if they seem more meaningful. Here's how I would characterize them.

I would call #1 blunt, terse, and maybe snotty, despite the use of "please." It comes too late and almost seems sarcastic.

I think #2 seems sincerely apologetic. The writer also wants the complainant to feel justified in having written.

With #3, I would say that the writer is respectful, but firm. He acknowledges the complainant's efforts, but allow no suggestion that anything will be different.

And as for #4, the writer is obviously very subordinate to the visitor, and his attitude could be described as deferential to a fault, fawning, obsequious, and various other more vulgar terms.

As an interesting activity in learning more about Tone, rewrite each of these to produce the indicated change.

Make #1 firm, but understanding and respectful.

Change #2 so that it sounds as if you think the complainant was being petty and picky.

Make #3 sound as if you have also been concerned about packaging operations and might consider changing them.

Make #4 sound properly respectful and appreciative without groveling.

Understanding "You"

Underlying all my comments about Courtesy and Tact, Tone, and son on is the essential factor of understanding the "you" to whom your letter or Memo is sent. This may seem obvious, yet it bears repeating. You have probably received a Letter or Memo where the sender showed that he or she really didn't understand you, and you know how that feels. You may also know how good it feels when the writer indicates that he or she really does understand.

In the previous Module, we discussed Audience and the importance of thinking of a hypothetical one. Here you know who the real Audience is and can write with a greater confidence in your knowledge of it.

As you prepare what you want to say, as you write it, and as you

revise what you've written, keep that Audience specifically in mind. Think of some specific questions to ask yourself. Here are a few:

Do they know why I'm writing?

If they know, how will they feel about that?

Do they know who I am, and why should they care?

If I am asking them for something, why should they comply?

What are their needs?

What can I do to meet those needs?

What are their fears?

What can I do to respect those fears?

How would I like them to feel about me the next (first) time we meet?

If you know that your Letter or Memo is an important one, and the thought of writing it is making you nervous, you might try Brainstorming or Freewriting around these questions. You could then use what you generate in drafting your message.

Multiple Points

This may seem to be a minor point, yet it's a useful thing to do. Your format, the way the message is laid out, should be as easy to follow as possible. Many companies will have a standard format that is implicitly or explicitly recommended, and if so, follow it. If there doesn't seem to be one, follow the standard block format described in the next section. As part of this, whenever you have to state three or more points, reasons, parts, people, procedures, etc., set them off from the body of your message. As you see here, this is for three reasons.

SECTION 3

Memo Format

The Memo, short for "memorandum" is generally considered to be a message sent to someone within your company or organization. A Letter, in contrast, is generally sent to someone outside. There may be some exceptions to this, but generally this differentiation is accurate.

Some people are confused about the difference between a Memo and a Notice. there is no absolutely defined difference, but I think of a Memo as going to specifically designated individuals, basically for their eyes only. A Notice is usually sent to a large group and it may be displayed in a public fashion. Let's consider it as a type of Memo. We can account for differences as we consider different styles for various recipients.

As I just mentioned, many companies will have a standard form for a Memo. The headings may be printed on the form and you just fill them in. You may also notice that there are certain characteristics of the text, particular phrases, style of sentences, layout and so on. Pay attention to the Memos you see to learn what is expected and then follow it. If what the company wants is different from what I suggest, follow the company.

More and more companies are going to "Electronic Mail," where you type in your Memo on a computer terminal and it is instantly transmitted to the terminal of the recipients (s). This is much faster, of course. The computer may also have a standard form you will have to follow, particularly with the heading.

If there is no obvious format to follow, then your Memo should have a heading like this:

Date:

To: Recipient name(s) and often, their position.

From: You, and often, your position.

Re or Subject: A short phrase describing the content of the message.

Sometimes you might sign your first name or initials after you've designated yourself as sender. See what the custom is where you work.

Your message follows. Short sentences and paragraphs are easier to read, so keep that in mind. They will probably be shorter than those you would write for a college essay.

You do not put your name and signature again at the end. When you've finished what you have to say, the Memo ends. In some cases, if a secretary has typed it, your company may want your initials in Caps on the left side at the end of the message. These are followed im-mediately be the secretary's initials in lower case. If what I am writing was a Memo ending now, and my daughter typed it for me, it would look like this:

KBH/dlh

In some other cases, you may be sending copies of the Memo to others who might be interested but don't need to be directly addressed in the heading. You indicate this at the end by putting their names after the symbol "cc". This stands for "carbon copy," even though no one makes actual carbon copies any more. Again, if this were a Memo ending now and I wanted two friends to see it, it would look like this:

cc: Bob Callahan, Marie Hartwell-Walker

SECTION 4

Guidelines of When and How to Write Memos

On the next page are some general Guidelines to direct your use of Memos. Note that I said "Guidelines"; these aren't absolute rules which will never lead you astray. Following the Guidelines, I discuss the reasoning behind them.

GUIDELINES TO MEMO WRITING

I. When to use.

   A. To confirm an oral agreement.

   B. To provide information.

   C. To request specific action.

II. When not to use.

   A. To just call attention to something you've done.

   B. To express emotion.

   C. To reprimand without suggestion.

   D. To call the attention of one recipient to the actions of another.

III. Characteristics of effective memos.

   A. The subject matter is clear.

   B. The purpose is clear.

   C. The language is clear and concise.

   D. It is sent to appropriate individuals.

IV. Other guidelines.

   A. Don't use a memo in place of a phone call or a walk down the hall.

   B. If at all possible, don't send a memo as soon as you've written it. Wait a few hours, then see if it says what you want.

   C. Try reading it aloud to hear how it sounds.

Discussion of Memo Writing Guidelines

I.

A. People often remember in different ways something that has been said. If there has been an important discussion, a Memo can confirm what has been said of lead to clarification if there is disagreement or confusion.

B and C. These are really the only two things a Memo can do. It can provide information, either by itself, or as a cover to a report. Or it can request that the recipient(s) act in some way, even if it's just to acknowledge reading the Memo. Naturally, many Memos serve both of these functions.

II.

A. Even if you're very proud of an accomplishment, resist the urge to "inform" others of what has happened unless the information is essential or there is something they should do. Even when cloaked in modest language and giving credit to others, the "patting oneself on the back" Memo is quickly recognizable.

B. It may feel good to blow off steam on paper, yet the benefits are short-lived and the harm may be long-lasting. Emotion expressed in spoken words is soon forgotten, but when it's on paper, it can hang around a long time.

C. This is similar to B. A reprimand without a suggestion of what should be done is little more than an emotional outburst. Spelling out how the recipient ought to act is constructive criticism and is more likely to bring a favorable response.

D. This one needs to be qualified a bit. If the actions you refer to are positive, it can be a nice gesture. Perhaps an equal or subordinate has done something very good, but isn't likely to tell

your superior about it. If the superior should know about it, it would be a good thing to tell him or her. Yet be careful about doing this too much or setting up an "I'll scratch your back if you scratch mine" arrangement with a co-worker.

If the actions are negative, then this Guideline is more absolute. "Don't be a snitch" is what it's really saying. If the superior should know that something negative has happened, you can describe the events without pointing a finger at someone. If the events themselves will designate the naughty boy or girl, give him or her the chance to bring this to the attention of the big bad boss.

III.

A. Though you identify the subject in the heading, the phrase you use will be short. Further specify and clarify the subject as soon as you start the message. You may want to remind the recipient(s) of the date of a previous Memo or meeting and what was said then.

B. If you are providing information, say so. If you want the recipient(s) to do something, say what it is. Avoid such vague requests ans "think this over" or "kick this around" without saying what they should do after thinking or kicking. Be as specific as possible; if you want a response, say when you'd like it and in what form.

C. Most people who receive Memos are short on time; don't waste it. They may be short on patience; don't test it. This doesn't mean that you have to be so direct and blunt that you are seen as rude. As I mentioned earlier, there is a place for good manners. And they are important whether you are writing to the Chief Mucky-Muck of the whole outfit or the most craven underling in the mailroom.

D. Keep your purpose in mind. Does each recipient need to know this information? Are you asking for action from each of them? Sending Memos to those way above you who are not involved in your subject may be seen as simply an attempt to impress.

IV.

A. Use common sense here. Memos may seem more official and impressive but they can take more of everyone's time. You can always use one to confirm an oral discussion.

B. This is in keeping with what I've said about Revision earlier. It's difficult to edit and revise what you've just written. Even if time is pressing, wait fifteen minutes before you go over your message.

C. This goes along with B and has been already suggested. If you're in an office where others might wonder what you're doing, read it over as you probably read in first grade, moving your lips. If you look up to see someone staring at you weirdly, just say something innocent like, "I love my words so much I just wanted to savor them."

SECTION 5

Memos - Consideration of Position

Earlier I suggested conscious consideration of the "you" who will receive your Memos. This consideration was of their personality and position and how that might affect their response to what you say.

Thinking just of the levels of positions, your Memos will always go in at least one of three directions, Up to a Superior, Down to a Subordinate or Across to an Equal. Knowing which direction you're sending the Memo will influence both what you say and how you say it.

If you are writing to a Superior, you will probably be extra careful to appear respectful without sounding like that individual we saw under "Tone" in Section 2. You may need to remind the person of certain facts, or something that he or she has said or done. It's probably safe to act as if he or she is a lot busier than you.

In writing to an Equal, your language might be a little more casual. You will want to seem neither too demanding nor too apologetic. Adopting a tone of "we" and "us" may emphasize that you're all part of a team.

And with a Subordinate, lay it on, crack the whip, don't let him or her forget who you are, make 'em squirm, no, no! Sorry, I got carried away. Or I should be. Seriously, good manners and respect are just as important here as they are with the boss. However, your requests can be firmer, more like demands. It is important to be very clear on what you expect. Emphasizing the "team" concept can also be important here.

To get an idea of Memos, might vary according to direction, do Exercise 1.

Exercise 1

Directions - Identify which of these memos was written to a Superior,which to an Equal, and which to a Subordinate.

1.

A. According to Marketing, it seems that our widget sales are down because of very aggressive pricing by competitors. I think we ought to get together on this and kick around some ideas. How does your schedule look? Could we meet before Friday?

B. Widget sales are down because the competition is underpricing us. We need to meet and discuss this problem before Friday. Please let me know ASAP the best day and time for you so that I can organize this meeting.

C. Marketing has brought to our attention the fact that our widget sales have dropped due to the competition underpricing us. It would seem that this is important enough that we all get together to determine how to respond to this situation. It would also seem important to respond as quickly as possible. Would it be possible for you to meet with us before Friday?

2.

A. As you know, we have been working for the past month on a new distribution schedule. It is now ready and a copy is attached. We would be interested in your response to it.

B. Our work on the new distribution schedule has finally paid off. Attached is a copy of it. Please check it over and let me know what you think.

C. We have completed a new distribution schedule, a copy of which is attached. Please feel free to express any reactions or questions you might have.

3.

A. The company has not responded favorably to our request for the additional office space we need so badly. Their stated reason is that not everyone in our division feels that it's needed. I trust we can count on your clear support when we submit a revised request.

B. In response to our request for more office space, the company has answered negatively. Though we feel that we are all in agreement on this need, they apparently feel that not everyone in the division supports the request. We would like to submit a revised request indicating unanimity on the question and hope to be able to include you as a clear supporter. Please let me know if you have any objections to this.

C. The company has said no to our request for more office space, saying that we are not all in agreement that it's necessary. I think that we are, and that we need to demonstrate this in a revised request. I hope we can include you as a supporter of this request. Let me know if you have any problems with this.

Exercise 1 - Teacher's version

Directions - Identify which of these memos was written to a Superior, which to an Equal, and which to a Subordinate.

1.

A. According to Marketing, it seems that our widget sales are down because of very aggressive pricing by competitors. I think we ought to get together on this and kick around some ideas. How does your schedule look? Could we meet before Friday? Equal

B. Widget sales are down because the competition is underpricing us. We need to meet and discuss this problem before Friday. Please let me know ASAP the best day and time for you so that I can organize this meeting. Subordinate

C. Marketing has brought to our attention the fact that our widget sales have dropped due to the competition underpricing us. It would seem that this is important enough that we all get together to determine how to respond to this situation. It would also seem important to respond as quickly as possible. Would it be possible for you to meet with us before Friday? Superior

2.

A. As you know, we have been working for the past month on a new distribution schedule. It is now ready and a copy is attached. We would be interested in your response to it. Superior

B. Our work on the new distribution schedule has finally paid off. Attached is a copy of it. Please check it over and let me know what you think. Equal

C. We have completed a new distribution schedule, a copy of which is attached. Please feel free to express any reactions or questions you might have. Subordinate

3.

A. The company has not responded favorably to our request for the additional office space we need so badly. Their stated reason is that not everyone in our division feels that it's needed. I trust we can count on your clear support when we submit a revised request. ___ Subordinate

B. In response to our request for more office space, the company has answered negatively. Though we feel that we are all in agreement on this need, they apparently feel that not everyone in the division supports the request. We would like to submit a revised request indicating unanimity on the question and hope to be able to include you as a clear supporter. Please let me know if you have any objections to this. ___ Superior

C. The company has said no to our request for more office space, saying that we are not all in agreement that it's necessary. I think that we are, and that we need to demonstrate this in a revised request. I hope we can include you as a supporter of this request. Let me know if you have any problems with this.

___ Equal

After you've done Exercise 1, analyze each Memo to determine just what clues tipped you to its direction. For instance, in 1C, the writer uses the phrase "would seem" twice. "Would" is a "conditional" helping verb. It's not saying that something does exist or happen, just that it does, based on some condition. As such, it's a more tentative way of saying something. Likewise, using "seems" is a more tentative way of saying "is." The writer, not wishing to come on too strong with a Superior, adopts this careful tentative Tone, almost as if he's waiting to be corrected.

It would be most helpful to discuss what you analyze, either in small groups or the whole class. Then, as you did earlier, you might try rewording these and changing their directions. In effect, you'll be writing new versions of what is in the Exercise, but in doing so, you can concentrate on key words and phrases better than if I had simply asked you to rewrite them.

The question may arise as to what you do if you have to write a Memo that is going in two, or even three directions. Theoretically, it would be possible to do this, but practically, it would be hard, especially in finding wording appropriate fro Superior and Subordinate. In this case, you might want to send separate Memos covering the same subject. I think you could draft one that would be appropriate for Equal and Subordinate, or Equal and Superior. You'll have a chance to try this later on.

SECTION 6

Memos - Clarity and Concision

If you've been going through this Curriculum from the start, you've already done a lot to make your writing Clear and Concise. So I won't review any of the ways you do this. I will repeat the importance of these qualities in writing good Memos.

If you want, review some of the material in Module III on writing Effective Sentences. Then do Exercise 2.

Exercise 2

DIRECTIONS - Below are examples of poorly written memos. Edit them to make them more clear and concise. You may change facts if necessary. Assume that each memo is being sent to both an Equal and a Superior.

1. It has come to may attention that, at this point in time, there are some problems in the computer-assisted design of widget housing. These problems are of a nature that makes it rather difficult to suggest solutions, inasmuch as their level of complexity is quite high. This level of complexity is such that the problems go beyond the highly specialized skills of any one individual and touch on the territories of a number of our computer design engineers.

   To let these problems continue in their current state would be ill-advised and counterproductive. It is quite clear that certain steps must be taken, and I hope you would agree. It is very important that we determine what those steps would be. Naturally, we cannot entertain establishment of remedies for these problems without careful study. I would invite such study, since only with input from all sectors will we have the requisite information and ideas.

2. Attached is a copy of the report on sales figures for widgets and wackets for the first quarter of 1988. It is abundantly clear that in very many ways, things are very different from how they were in previous years. There are changes that could conceivably have been foreseen in an enlightened manner, as well as differences whose origins are probably of an undeterminable nature.

   While this report is quite long and of much detail, it would

seem that careful study, within the parameters of available time, would be of great benefit. It is essential that we all be conversant with these figures, at least those of greatest importance. Those which have changed the most are important as well.

If I can be of assistance, please do not hesitate to let me know.

Exercise 2 - Teacher's Version

Below is one version of the revised Memos. There may ve many others as good or better. You and the class might want to analyze the changes to figure out the reasons behind them. I won't delineate these as that would take too much time and would often be unnecessary.

1. I understand that there are some problems in the computer-assisted design of widget housing. The problems are difficult and solutions don't come readily to mind. I think we need the help of the computer design engineers, as well as managers like yourselves.

   I hope you agree that this problem needs to be studied and that you would be able to contribute to such study. We would like to have ideas from everyone connected with this department. Please get back to me as soon as possible with your response.

2. Attached is a copy of the Sales Figures Report for Widgets and Wackets for the first quarter of 1988. It is clear that things are very different this year. Some of the changes are ones we could have predicted and some aren't.

   Even though the report is quite long I think it's worthwhile to study it carefully. We should all know the major points in it, especially those relating to major changes.

   Please let me know if I can be of help.

SECTION 7

The Business Letter - Format

Even though you are probably familiar with it, we'll go through the format of the Business Letter step by step.

We can assume that you will be writing these Letters on company paper with the company letterhead. In that case, you do not need to identify your location. If, for any reason, you must use plain stationery, then your address goes to the upper right of the sheet, single-spaced. The date should follow it.

If you are using company letterhead, you can put the date toward the upper right or the upper left. On the left, it is two spaces above the address of the recipient of the letter. On the right, it would be two spaces above that line. Remember that your company may have a preference about this, so here, as elsewhere, fond out what it is and go along with it.

The "internal address" of the recipient is single spaced, on the left and below the line of the date, if it's on the right. This address includes the person's full name, plus title (Mr., Ms., Dr.) and their position. Then comes the company or organization name and complete address.

Two spaces down comes the salutation, e.g. "Dear Dr. Whosis," followed by a comma or colon. Two spaces below this starts the text of the letter. Lines within paragraphs of the text are single spaced, and none of them are indented. There is double-spacing between paragraphs.

Two spaces after the end of your text comes the closing, e.g. "Sincerely," "Yours truly," "Passionately yours," no no! Something cordial and respectful. It can go from the left margin or be on the

right, if you have put the date on the right. Is should start at the same space as the date.

You should leave enough space under the closing phrase to wrote your signature. Your signature should be of Your full name, unless you know the recipient well. Below your signature, your full name and position should be typed. Titles such as Mr. or Ms. are omitted.

For a model of how this looks, see the next page.

POSITIVELY PERFECT PAYROLL, Inc.

4 Toadlicker Plaza Brambleton, NY 17777

Feb. 29, 1988

Mr. Richard Vandenburg
Public Relations Office
Farkle Frippery, Inc.
200 Humdinger Way
Tortoiseshell, N.Y.
12345

Dear Mr. Vandenburg,

Your letter of Jan. 4 1988 to our President and CEO, Mr. Peter Poppellini, has been referred to me. He wished to extend his gratitude to you for your kind remarks about his humorous speech to the Tortoiseshell Chamber of Commerce Chowder and Marching Society the night of Dec. 31, 1987.

Mr Poppellini has little recollection of the evening or his speech, but he is glad to hear that it went over well.

You asked permission to tell some of the jokes he told that night. While you were very kind to do so, you are probably aware that there is no patent or copyright to jokes. You are free to use any you see fit, or fit you. As Mr. Poppellini stole the jokes from Milton Berle and Henny Youngman originally, he certainly puts no claim on this material.

Good luck in your use of this material. Should you wish fresher stuff, we here in the Office of Corporate Humor have compiled packages of material that can enable out executives to come across as Bob Hope, Woody Allen, and even Bobcat Goldthwaite. We can't give these packages to anyone outside the company, but I could let you have a snippet or two.

Please let me know if I can help.

Chucklingly yours,

HIRAM FUNI (insert signature here)

Hiram Funi, Chief Humorist

SECTION 8

The Business Letter - Style

We have already looked at some principles involved in your Style, namely, Clarity, Concision, and so forth. They pertain to Memos, and in a somewhat different way, to the Business Letter.

The stylistic difference between the two is that the letter tends to be a bit more formal in its language than the Memo. It may even get fancy and flowery, as courtesy is taken to linguistic extremes, e.g. "Permit me to extend our deepest gratitude for the invaluable services you have rendered." No one talks like that, and no one writes like that, except in a Business Letter.

Two question may occur to you now. One is, "Why do they write like that?" and the second is, "Will I have to write like that?"

The second is easier to answer. NO. More on that shortly.

As for the first, such language probably stems from the distance between correspondent and recipient, and from the fact that often somebody is trying to get something from somebody else, By "distance," I do not mean geographical. I mean personal distance, familiarity, understanding. Business Letters are often written to a person the writer doesn't know. Not knowing how sensitive the recipient might be or what might offend him or her, the writer tries to word everything so carefully and diplomatically that the writing can become stiff, maybe pompous, flowery, artificial, ornate, orotund. . . take your pick of the adjectives.

Secondly, the writer may be seeking something from the recipient, a favor, an order, granting a claim, information, just plain good will, etc. Thus the writer may try to flatter the recipient, or may try, through his style, to portray himself as such a good, caring

and reasonable human being that the recipient will have to give him what he wants.

Okay, you say, but what about angry letters? You've seen a few of those. Yes, there are such, but there's something curious about an angry letter. If you look closely, you see that the language is actually rather modest, e.g. "We are most displeased that you. . . " That's not the kind of language I hear people use when they're angry.

The difference, once again, is the difference between spoken and written language. The phrase, "most displeased," if spoken, is not a terribly strong one. Yet, on paper, where individual words and phrases are intensified, it is.

All of this argues again for the fact that it is important to develop a writing style that is different from your speaking style. Remember that words can have different impacts when written, and try to keep the "you" always in mind.

With this knowledge of format and style, try Exercise 3. It consists of a Business Letter to correct, and the next page is that Letter, so I'll give you the directions here.

> DIRECTIONS - The following letter is full of mistakes in Format and Style. Rewrite the letter in the proper Format and in a Style consistent with what I've just discussed. There may be missing information, so make this up and include where necessary. Don't worry about the letterhead; assume that your paper has it.

PT Polymer Technologies Corporation

111 plastics Plaza
Hickstown, N.Y. 15543

May 4, 1988

E.A. Kiley
Instant Injection Moldings, Inc.
Acridity, N.Y.

Dear E.A.!

I have right here with me the letter you sent me about three weeks ago. First of all, let me say that I am real grateful you wrote this letter. It shows that you are very concerned with what happens with your company and that's good, I suppose.

But, what you say is a problem. You remember what that was I'm sure. Now the problem we have needs to address is the matter of the new technology for continuous cleaners of Bernoulli jets. As you are no doubt aware, this is an exciting development, one which I am sure, will have great impact on our industry. Why, I'm certain that even someone like yourself can appreciate that.

You see, E.A., that for someone like myself, the jet design chief, it's certainly less than fair, it would seem, to be accused of stealing this technology from you. I mean, who are you anyway? A first class skunk, that's who. You say that you guys developed this thing and you're getting a patent and all. And that we stole it from you and you want it back. For that, I have one word.

Hogwash! We have been working on this technology for a very long time. If we happened to get it at the same time you did, well, that's the breaks.

Now it's certainly not my intention at all to pick a fight with you. We all know your work at old IIM, Inc., and we have nothing but the deepest respect and admiration for it. So is it really necessary to threaten legal action, as you had the nerve to do?

I'm sure that if we sit down and talk this over reasonably, we can come up with a solution. We at PT would like to do this. How about coming here and let's talk. Let me know when you can come. I'd like to meet you.

Hear from you soon.

Ronald B. Andrews

RON (signature here)

Exercise 3 Teacher's Version

You can be tough on format,
but be flexible on style.

LETTERHEAD

May 4, 1988

Mr. E.A. Kiley, Chief Engineer
Instant Injection Moldings, Inc.
250 Slide Rule Rd.
Acridity, NY 14444

Dear Mr. Kiley:

I received your letter of April 14 concerning our use of new technology in the continuous cleaners of Bernoulli jets. I believe I understand your concerns and would like to clarify our view of the situation.

You are correct that we are soon going to begin using this new technology. However, you are incorrect in your belief that we somehow acquired this technology from you by improper means. The fact is that we have been working on this technology for some time. It seems that our two companies have just happened to develop the same thing at the same time.

I can understand that you might find this difficult to believe, so if you would like, you could come here and we could show you documentation of this development.

Because you mentioned the possibility of legal action, I referred the matter to our legal staff. It is their opinion that this technology is not a type that can be patented. Perhaps if we can arrange a meeting between our engineering staffs, the legal people can get together at the same time.

Please let me know your reaction to this idea. I hope we can get together because I think we can resolve the issue to mutual satisfaction.

Sincerely,

RONALD B ANDREWS (signature here)

Ronald B. Andrews, Jet Design Chief

SECTION 9

The Business Letter - Purposes

It would be impossible to catalog all the different uses for a Business Letter. Whatever happens in the broad nature of business can involve Letters. Naturally, many have two or more purposes.

Below are some of the purposes that you might have for writing a Business Letter.

To:

Request information, asking for facts, specifications, examples, etc.

Inform someone else with that kind of data.

Inquire as to availability of something, its existence, whether it can be leased, purchased, etc.

Order. While most ordering is done on business forms, occasionally you have to order something with a Letter.

Acknowledge an order, informing a buyer that his order has been received and when the shipment will be made.

Explain a procedure, delay, process, etc.

Clarify what has been discussed, said, agreed upon, or misunderstood.

Make a claim that something has not met specifications, has been damaged, is defective, etc., and explain why.

Grant a claim that something is wrong and indicate what will be done about it.

Deny a claim that something is wrong, spelling out the reasons for the refusal.

Beyond these are many purposes in areas such as Sales, Credit, Collection, Legal and so forth which you probably will not encounter.

MASTERY ACTIVITY

The Mastery Activity consists of four scenarios putting the students into positions where they have to write Memos and Letters. They should prepare these according to all the principles discussed in this Module.

If possible, it would be good to get some company stationery and memo forms and let the students use these. If you have identified and discussed certain company practices as to format and style, they should conform to these.

To get them started, you could let them work in small groups, discussing what needs to be said and how to say it. After that, individuals should work alone. The reason for this is that they will have to develop and individual writing style at some point, and relying too much on others for phrasing will hinder that development.

Both the Memos and Letters should be typed, and this could pose a problem for those who don't type or don't have typewriter. I would urge that you maintain the requirement. You might be able to arrange access to company typewriters for those who don't have them. And even those who have not learned touch typing can "hunt and peck." The Memos and Letters won't be very long. Having somebody else type the final copies from the students' rough drafts is another option.

You could extend this as a learning opportunity by working with what the students turn in. Comparing different versions by use of photocopying or an overhead projector could spark some interesting discussion.

If you are going to grade the Memos and Letters, be sure to clearly define your criteria. Even if you do that, it could be sticky to justify your grades as students compare their work. Identifying mistakes in format and questionable phrasing will be very important.

Of course, you could always forget about grades and give a fuller evaluation and. . . I know, you've heard this song before.

MEMO-WRITING SCENARIOS

1. You are the Northeast Regional Distribution Manager for World-Wide Widgets, Inc. Over the past year, there have been increasing problems with distribution in your region. These are:

    1. Bad weather often holds things up.

    2. The trucking firms you've used have been unreliable and careless. You've tried three with the same results.

    3. Now all the trucking firms are raising their rates.

    4. Returns of unsold or defective widgets have been unreliable

    You have discussed these problems with Bill Nelson, Vice-President for Distribution. He's indicated that some of the other sex Regional Managers have had similar problems. He's also agreed that it would be worthwhile to have all the Regional Managers meet at company headquarters in Buffalo. They currently operate out of regional offices around the country.

    Bill also suggested that you invite James Jacoby, the CEO of World-Wide to this meeting. his background is in Distribution and he likes to know what is going on. Bill feels that if you send the same Memo to the Regional Managers as to the CEO, they will be impressed seeing his name and will be more willing to come.

    This willingness could be a problem. They don't like to lose a day or two coming to Buffalo. If the meeting is to be a success, they must realize that it will be significantly helpful to them.

    For the meeting to be as worthwhile as possible, they will need to bring data on distribution problems and costs in their region over the past two years.

2. You are the Vice-President in charge of Community Relations for your local branch of the United Widgets and Wackets Workers (UWWW). You are located in Buffalo and to show your feeling for the city and its people, every year, in June, the local sponsors "Youth Day" for the city's young people.

    Youth Day is held in a city park on a Saturday from morning till night. There are games, contests, clowns and a picnic. It is a very popular event, with hundreds of kids attending.

    The company helps out, donating equipment and some of the food; however, you and volunteer union members do the work. You really don't mind this, because it is a UWWW thing. What bothers you is that few of the company executives show up. You think that if they did, this would add some prestige to the event, score some points for the company, and demonstrate the coopera-tive spirit that really does exist between World-Wide Widgets and the UWWW.

    Write a Memo to the CEO, the Board of Directors, and the Management Council inviting and urging them to attend this year's Youth Day.

LETTER WRITING SCENARIOS

1. You are the Shipping Manager for Oliver Optics Corporation, which makes lenses, refractors and so on for sophisticated scientific equipment. Recently, OOC received a big rush order for a variety of lenses form Intelligent Instruments, Inc., a major manufacturer.

   OOC worked quickly and efficiently to make the lenses and ship them out, yet was bothered almost every day by phone calls from James Jameson, Head of Purchasing at Triple I. Even after you had shipped them, you got an irritated call from him asking how soon they would be there.

   The lenses arrived promptly and you received acknowledgement of this from Triple I. You thought the matter was over, but two days later, you received an angry letter from Jameson claiming that 23 of the 400 lenses had arrived cracked.

   You find it hard to understand this. Your packaging is regarded as the best in the industry. In the past two years, no lenses have been reported as cracked during the shipment. Prior to that, it was only an occasional one or two. It is hard to understand how 23 could have been cracked. You wonder if the trucking company could have somehow mishandled them yet your packaging is such that it would take severe, almost deliberate carelessness to do any damage.

   Two other thought have occurred to you. Perhaps the lenses were mishandled by Triple I as they were received, or perhaps OOC, in its haste to make the lenses, produced some with faults that would lead easily to cracks.

   You've taken up the matter with your superiors. They are going to investigate their manufacturing techniques and they agree that the fault could not lie in the packaging. Since Jameson write to you, they want you to write back to him, acknowledging the problem, telling him that it's being investigated, and they will get back to him. Since they are also suspicious of mishandling by Triple I, they would like you to tactfully suggest to Jameson that he investigate the receiving of the lenses at his end.

2. You are the Chief Mechanic for Glenlivet Clothiers, makers of fine men's clothing. You oversee a staff of twenty responsible for maintenance and repair of the looms and sewing machines.

   About a year ago, you started experiencing an increasing number of breakdowns in the looms. These fell into three or four types, all of which were difficult and time-consuming to repair.

   After about three months of this, you contacted Loomis Looms, who manufactured the ones you're having trouble with. You dealt with Jack Knapp, their Chief of Design. He sent a team of three

specialists to your plant to examine the situation. They made some adjustments in the looms, changed some small parts, and recommended some modifications in how they were used.

The loom operators made the modifications and things seemed to be fine for five or six months. Then the breakdowns started occurring again, the same type and frequency as before. This time you compiled data on each type of breakdown, the machine that broke down, and the date it happened.

You are now going to write to Knapp again, sending him your data. You want him to look it over with anyone else at Loomis who might have an idea as to the causes of and solutions to the breakdowns. You would also like him to do something besides study the data. A decision to replace the machines and who would pay for this would have to be decided at levels higher than yours and his. It might take a long time, and in the meantime, you want to do something to improve the situation. And you want him to come up with an idea.

IDEAS FOR EXPANSION

The obvious way to expand this Module would be to have students write more Memos and/or Letters. You could write some additional scenarios, or you could even have the students do so. Having them do this would have the benefit of the scenarios probably being closer to the actual situations the students do or will deal with.

Many business texts have sections on written communications, and you could check out some of these. A popular text devoted just to communication is Communication for Management and Business, Third Edition, by Norman B. Sigband, Glenview, I11.: Scott, Foresman and Company, 1982. It deals briefly with Memos, but devotes six chapters to Letters. It covers every conceivable reason for writing a Business Letter and gives a great number of examples.

There is also a section with adaptations of real life situations which involve, among other things, written communication. These could be role played and Memos or Letters pertaining to the could be written.

MODULE VIII

USING THE LIBRARY

Prerequisites

There are no absolute Prerequisites for this Module. You don't need to know how to write a good paragraph or essay to learn how to use a library. However, since we are concentrating on using it for research purposes, students ought to be ready to write a research paper. That is why the Module is located here. And to write a research paper, they would need to ba able to do everything up through Module VI, the short essay.

So, you could do this at any time with any student level of background knowledge and skill, but it would be best to do it after the work on short essays and in conjunction with research work.

Time for this Module

Done just by itself, this Module could take a week or two. Done in conjunction with the next Module, on research, it might add that amount of time, or even a bit less.

Objectives

When they finish this Module, students will be able to:

1. Identify and use basic library reference sources such as the card catalog, Reader's Guide to Periodical Literature and The New York Times Index.

2. Identify and use specialized business and industry references such as the Business Periodicals Index, Standard & Poor's Register and so on.

Overview

The most important factor in your success with this Module is access to a library. We can talk about the resources available, but without "hands-on" experience in the actual library, such discussion would be of little benefit.

Thus, your first task is to find a library that students can use. It would be preferable if this were an academic library is more likely to have the resources we discuss, and the librarians there may be more experienced at helping students do research.

For a few reasons, a community college would be a good place to investigate. For one, most community colleges are fairly large, so the library is likely to be large also. Secondly, it will be oriented toward the level of research your students will be doing. And third, many of your students may end up taking courses there; some may have already done so.

If an academic library is not feasible, then use the public library or one that your company may have established. Many large companies have libraries with materials specific to their manufacturing or service objectives, so it would be worthwhile to check out the existence of one and what it offers.

Whichever facility you find, try to arrange for a librarian to give an orientation talk to your students. Just about all librarians are quite willing, even eager to do so. You could shoe him or her this material so that the talk could be oriented to it. Academic libraries usually have their own orientation material as well.

Such a talk will have the added benefit of familiarizing students with the librarian, as sell as the library resources. Students are of ten reluctant to ask a librarian for help, feeling that he or she is too busy, or that their question is too "dumb." If they have met and heard the librarian, they will be more likely to approach him or her.

As I hinted under "Time for this Module," you could do it along with the next one on research. This would make all the information and tasks here more relevant. Students could learn about The Reader's Guile to Periodical Literature or Business Periodicals Index by digging in them for articles about a topic they have an interest in researching.

Whether you link this Module with the one on Research or do it separately, the preliminary exercises here should be a good start to getting to know how to use a library. They are based on what a community college library is likely to offer, so depending on which library you're going to use, you'll want to compare what it has to what is discussed here. You may need to make some adjustments or deletions.

You may also want to modify questions in the exercises and make them specific to the field or fields in which the students are interested. This wouldn't take very long and would help students acquire knowledge they know is pertinent to their goals.

As you work out the logistics of when, where and how the students get their "hands-on" experience, keep in mind your staffing needs. You can get stretched pretty thin trying to help a number of students

find what they're looking for, particularly at the beginning. So find out how much time the librarian(s) are willing and able to devote, and plan accordingly. If you are going to be working pretty much alone, it would be best to keep the student groups to around fifteen, twenty at the most.

One way to ease this situation and relieve some student stress is to let them work in pairs. Getting lost is always less frustrating if you're with someone, and getting to know the library usually involves a few strayings and stumbles. Remind them when this happens that the first thing people do when they get lost is to cry for help, and they shouldn't feel embarrassed about doing so.

SECTION 1

Introduction

Libraries are wonderful places, but they can be a little intimidating as well. There are just so many types of materials, the people using them seem so confident, and the librarians may seem to be so busy, and perhaps a bit distant as well. As a result, students new to doing research in a library can get put off and try to figure how they can avoid the place.

However, let's look at these perceptions and the reality, or lack thereof, behind them. Yes, there sure are a lot of books. Some of them look very big and they have these funny numbers, like HM 288.15 B4. The numbers are the tipoff to the fact that these books are very well-organized so that their information is easily accessible. It won't take you long to learn how to find out where the information you need is located.

The fact that it doesn't take long is the reason why the other students in the library may seem so confident in what they're doing. They too were once new to it and they learned how to use it. And they didn't have the benefit of this excellent material or your wise and gifted teacher to guide them.

As to the librarians, people sometimes have the impression of them as somewhat odd individuals who are just "gone" on books. Like most stereotypes, this is a lot more false than true. What motivates most librarians is actually the desire to organize materials so that they will be most accessible to people. They are in this low pay, low prestige field because they care about people, not just books. Their job, especially for those designated "research" or "reference

librarians" is to help people find what they are looking for. If you don't ask for help, they can't do what they were trained for.

So don't be bashful about asking questions, even if you think they're "dumb," or must have been asked five thousand times. Most are happy to answer all questions, dumb, frequently asked, or whatever. When you get to the point of asking tough, specific research questions, you'll be surprised at how often they go to the materials with you, searching and digging themselves. They do this because they want to help, and also because they enjoy the hunt and excitement of discovery.

For there is excitement in this hunt. Oh, there can be a lot of frustration as well, when you can't find what you need, or what you need should be on the shelves but isn't. However, it is a kick when you find that one special source that has all the figures you need, or the one whose chapters deal with each of the questions you're trying to figure out.

Don't be intimidated by the library; plunge in and you'll soon start to feel familiar with it, and eventually, even enjoy it. The key to all of this is the librarian, so make good use of this person's skill and desire to help.

SECTION 2

Basic Resources

Any library you deal with will have a number of basic resources that you can consult, regardless of your topic. These are usually kept in one area or room, often called "Reference," close to the center of the library, where the circulation and information desks are. This enables you to use a variety of them conveniently and quickly. Following are brief descriptions of these. Since these descriptions can't really convey all that you can get from these resources, you should explore them on your own, even before you have any assignment involving their use.

Encyclopedias

You are probably familiar with these from your younger school days. Encyclopedias are series of volumes with information on what is really the scope of human knowledge. They are the staple resource of fifth graders doing reports on one of the United States, of eighth graders doing a report on a foreign country, of tenth graders looking for information on a president. As such, they are somewhat unfairly maligned at higher academic levels, and if you have to do a report for a college course, don't indicate that much of your information came from an encyclopedia, even if it did.

Encyclopedias actually do a very good job of summarizing basic and background information on their topics. If you have a topic that you know next to nothing about, an encyclopedia will give you a good start on what you need to know, and do so in a concise and readable format. The best ones, the Encyclopedia Americana, Encyclopedia Britannica, Compton's Encyclopedia, The World Book, etc., have articles written by scholars and experts. Many articles are illustrated and may have very helpful charts and diagrams. Sometimes

there will be a bibliography giving you books you can turn to for further information. Don't be afraid to use encyclopedia's even when you're into more sophisticated research. Because they are so good at condensing and summarizing pertinent information on a topic, they can help you put together some bits and pieces of information you have discovered elsewhere.

Card Catalog

The card catalog is really the heart of any library, and it is always located conveniently in the center or near the entrance of the library. It lists all the books the library contains, and the call number that indicates where they can be found.

The neat thing about the card catalog is that every book is listed three times, by Title, Author and Subject. One part of the catalog is usually by Subject and another by Title and Author. This means that you can find a book you need if you know just one of these three things about it. It also means that you can look up a Subject and see just how many books the library has on it. Finally, it enables you to see what other works an author you're interested in has written, and these may be very helpful to you.

Before we get to looking at examples of these cards, let's consider this business of the "call number" I just mentioned. The call number indicates the subject area of the book, and, with the help of signs and maps in the library, its location on the shelves. All academic and most public libraries now use the Library of Congress system, which allows for the greatest degree of expansion and sophistication of library holdings. The key to the system are the letters that come first in a call number like H 427.03 J25. These letters designate the subject areas and are the same from library to library. On the next page is the letter code.

Library of Congress Letter Code

	Subject
A	General works
B	Philosophy, Religion
C	History, Auxiliary Sciences
D	History, except American
E&F	American History
G	Geography, Sports, Anthropology
H	Social Sciences, Economics
J	Political Science
K	Law
L	Education
M	Music
N	Fine ARts
P	Language and Literature, Fiction
Q	Science
R	Medicine
S	Agriculture
T	Technology
U	Military Science
V	Naval Science
Z	Bibliography & Library Science

As you would expect, many letters have an additional letter, QA, QB, HM, HN, to further designate the subject area. It's not necessary to learn these.

The numbers will vary from library to library, as they further sub-categorize its holdings. They are important to you only in helping you find the book you're looking for.

The last letter and number correspond to the first letter of the author's last name. "J25" indicates that the author's last name begins with J, and that it's alphabetically the 25th book written by a "J" author in this section. Again, it helps you find what you're looking for.

Now, as to those cards, in addition to the Title, Author and Subject, they usually give you other information. You'll know if the book includes an Index, which makes it easier to use, and a Bibliography, which can lead you to other sources. If there is a Forward or Introduction, this is indicated by lower case Roman numerals. The number of pages in the book is given, as well as its height in centimeters. the number of pages gives an indication of its scope and the height can help you locate it. Then there are the headings under which the book is listed in the Subject part of the card catalog. You'll notice that our example has three; many books will have even more. This is a further aid to finding additional sources. Finally, there are some additional numbers which are not pertinent to our use, but serve functions for the librarians.

Let's see the examples on the next page.

TITLE CARD Title----------Your erroneous zones

BF
Call 637 Dyer, Wayne W.
number .S4 Your erroneous zones / Wayne W.
D9 Dyer. -- New York : Funk & Wagnalls, c1976.
Forward or intro- viii, 241 p. ; 21 cm.
duction ----------
Includes bibliographical references and index.
ISBN 0-308-10228-2 : $6.95

Subject headings-------- 1.Self-actualization (Psychology) 2.Fear. 3.Guilt. 1.Title
BF637.s4D9 158'.1
75-35621
B 006 363 LC-MARC

AUTHOR CARD Author----BF------Dyer, Wayne W
637 Your erroneous zones / Wayne W.
D9 Dyer. -- New York : Funk & Wagnalls, c1976.
Length----------viii, 241 p. ; 21 cm.

Bibliography and Index Includes bibliographical references and index.
ISBN 0-308-10228-2 : $6.95

1.Self-actualization (Psychology) 2.Fear. 3.Guilt. 1.Title
BF637.S4D9 158'.1
75-35621
B 006 363 LC-MARC

SUBJECT CARD Subject----------SELF-ACTUALIZATION (PSYCHOLOGY)

BF
637 Dyer, Wayne W.
.S4 Your erroneous zones / Wayne W.
Publisher------B9------Dyer. -- New York : Funk & Wagnalls, c1976.
Height--------viii, 241 p. ; 21 cm.

Includes bibliographical references and index.
ISBN 0-308-10228-2 : $6.95

1.Self-actualization (Psychology) 2.Fear. 3.Guilt. 1.Title
BF637.S4D9 158'.1
75-35621
B 006 363 LC-MARC

Since this book, which incidentally is a very interesting and amusing one, is listed under two other Subject headings, let's see what they look like.

FEAR

BF
637 Dyer, Wayne W.
.S4 Your erroneous zones / Wayne W.
D9 Dyer. -- New York : Funk & Wagnalls, c1976.
viii, 241 p. ; 21 cm.

Includes bibliographical references and index.
ISBN 0-308-10228-2 : $6.95

1.Self-actualization (Psychology) 2.Fear. 3.Guilt. 1.Title
BF637.S4D9 158'.1
75-35621
B 006 363 LC-MARC

GUILT

BF
637 Dyer, Wayne W.
.S4 Your erroneous zones / Wayne W.
D9 Dyer. -- New York : Funk & Wagnalls, c1976.
viii, 241 p. ; 21 cm.

Includes bibliographical references and index.
ISBN 0-308-10228-2 : $6.95

1.Self-actualization (Psychology) 2.Fear. 3.Guilt. 1.Title
BF637.S4D9 158'.1
75-35621
B 006 363 LC-MARC

The Reader's Guide to Periodical Literature

This resource, generally referred to as The Reader's Guide, is probably the next place you'll turn after the card catalog. It indexes a tremendous of articles from a very wide range of popular and not-so-popular magazines. They are listed by subject so that you can easily find everything that has been published on a certain subject during a certain period. The Reader's Guide is published monthly, so it's very up-to-date, and the monthly issues are bound in a hard-cover volume at the end of the year. Most libraries have volumes going back fifteen to twenty years, so you can cover the scope of writings on your subject over a long period of time.

If you look at the example on the next page, you'll see how easy it is to learn to use The Reader's Guide. If you are interested in the topic of Business Ethics, you find it easily enough since the subjects are alphabetical. The first thing The Reader's Guide tells you is other subject headings where you can find articles.

Next there are the articles in alphabetical order by first letter. The first one is "Ethics and the investment industry," which evidently came out of a conference at Notre Dame U. It was written by T.C. Widener and published in the magazine America. The "157" identifies the Volume number. Many magazines identify all issues in a certain time period, usually a year, with a Volume number. You will need this number for a bibliography and it may help you find the issue, so copy it down.

The "444-5" refers to the pages, so you not only know where to find the article in the issue, but how long it is. (No, that one

issue isn't that long. Some magazines number consecutively through the year, February starting with page 91 if January ended with 90.) "D 12 '87" gives the issue date, Dec. 12, 1987.

The next article is "The fear of getting caught," by P. Baida. The designation "il" means that the article is illustrated. "Am Herit" stands for American Heritage magazine. Many magazine titles are abbreviated and at the beginning of each volume is the code to the abbreviations. "38" is the Volume, and "22+" means the article begins on page 22 and continues on the other pages toward the back of the issue. "S/O" means September/October, this magazine coming out every other month.

After the third article, you see the sub-heading, "Study and teaching." The article that follows, "Ethics for greedheads," deals with the study and teaching of business ethics. Many topics will have such sub-headings.

Business entertaining
See also
Office parties
Cheers! Dressing right for holiday parties. J. Mattera. il *Glamour* 85:114 D '87
Surviving the power breakfast. L. Scheer and W. G. Flanagan. il *Forbes* 140:208+ N 2 '87
Business ethics
See also
Accounting ethics
Art trade—Ethical aspects
Avionics industry—Ethical aspects
Banks and banking—Ethical aspects
Bribery
Brokers—Ethical aspects
Clothing industry—Ethical aspects
Commercial crimes
Commodity brokers—Ethical aspects
Competition
Fraud
Investment banking—Ethical aspects
Market research—Ethical aspects
Nepotism
Publishers and publishing—Ethical aspects
Tourist trade—Ethical aspects
Ethics and the investment industry [Notre Dame conference] T. C. Widner. *America* 157:444-5 D 12 '87
The fear of getting caught. P. Baida. il *Am Herit* 38:22+ S/O '87
Unfuzzing ethics for managers. W. Kiechel, III. il *Fortune* 116:229+ N 23 '87
Study and teaching
ics for greedheads. F. Zakaria. *New Repub* 197:18+ 19 '87

Business interns *See* Interns (Business)
Business liquidation *See* Liquidation
Business location *See* Location in business and industry
Business management
See also
Airlines—Management
Automobile industry—Management
Brokers—Management
Business planning
Casinos—Management
Communication in management
Computers—Business use
Conflict of interests (Business)
Corporations—Directors
Decision making
Diversification in industry
Electronic industries—Management
Executives
Genetic research industry—Management
Hotel management
Insurance companies—Management
Leveraged buyouts
Location in business and industry
Office management
Participative management
Personnel management
Productivity, Industrial
Restaurant management
Retail trade—Management
Team work in industry
Women executives
Bear hug [failed mergers when big companies swallow little ones] C. Poole and J. A. Trachtenberg. il *Forbes* 140:186-7+ N 16 '87

As you investigate a topic in The Reader's Guide, it would probably be a good idea to have a list of the library's holdings in periodicals. There wouldn't be much sense in copying a reference that isn't available.

When you have noted the articles you want, find out where the periodicals are kept. You normally cannot take these out for more than a day, but most libraries have photocopying machines and you can make copies of whatever you need.

Some of the magazines may be on microfilm. If so, the library will have easy-to-operate microfilm readers which the librarians will be happy to show you. These readers have attached copiers so that you can make a copy of anything important.

The New York Times Index

As the name indicates, this source indexes articles published in The New York Times. As with The Reader's Guide, The Times Index lists them by subject, but with a few differences.

For one, The Times Index includes editorials as well as objective articles. Next, it includes brief summaries of these pieces, an obvious benefit to the student researcher. Third, it puts articles of particular interest in heavy type, as we see on the next page with the article about the trial of the three company executives. Finally, it includes, following such an article, the articles and editorials published about that time that have some relationship to it. This can allow you to assess the impact of a particular event.

INDUSTRIAL and Occupational Hazards. See also
Agr, Ap 16.21, Je 2, O 19
Asbestos, Mr 1.5, Ap 11.16.22, My 5, Je 21, Ag 3.12.14, O 17, N 23, D 1.13
Atomic Energy, F 11.12, Ap 19, My 16, Jl 31, D 31
Atomic Weapons, Ap 10
Autos, Ja 14
Cancer, F 10
Chemicals, Ja 24, Mr 9.15, Mr 31, My 1.7, O 3.13, N 18.26, 27, D 4.12.19
Chlorine, Ag 20
Ethylene Oxide, Je 29
Fireworks, Je 27.29
Formaldehyde, Ap 16, N 28, D 3.17
Fuses, N 23
Med, F 11, Mr 10, Ap 10
Motion Pictures, O 31
Murders, My 19
News, F 23
Offices, S 8
Oil, Je 26
Pesticides, Mr 15.22.31, Ap 4.9.12.16.17.19.26, My 19, Je 12.18, Je 20, Ag 15, D 13
Plastics, D 1
Police, N 16
Prisons, Mr 16
Shipbldg, Ag 24
Smoking, My 12, O 14, N 26
Textiles, N 5, D 7
Volcanoes, N 16
Waste Materials, My 24, D 1

Workmen's Compensation Insurance, Ja 1

Michael A Driggs, special assistant to President Reagan for policy development, reports to President's Commission on Industrial Competitiveness that U S health and safety regulations are inhibiting technological development and undermining ability of American companies to compete in world markets; recommends that Administration take additional steps to review and, if possible, reduce Federal regulation in high-technology industries (S), Ja 17,IV,2:5

Business and the Law article on growing number of cases in which prosecutors are reacting to industrial accidents and serious occupational health violations by charging company executives and sometimes company itself, with assault, manslaughter and murder, drawing (M), Mr 5,IV,2:1

Former U S budget official Christopher DeMuth defends Management and Budget Office's review of occupational safety and health regulations which are legally promulgated by Labor Department; interview; photo; four unions and Public Citizens Research Group have filed suit over last-minute changes in Labor Department's regulation to protect more than 70,000 hospital workers from ethylene oxide, sterilizing chemical that is linked to cancer, genetic damage and miscarriages; suit challenges Reagan Administration's four-year drive to increase Management and Budget Office's control (S), Ap 10,I,19:1

INDUSTRIAL and Occupational Hazards Cont

case of Stefan Golab, worker at Film Recovery Systems plant; prosecutors have charged that company was callous for deliberately hiring illegal aliens who could not speak English and did not inform them that they were working with dangerous chemicals, including hydrogen cyanide gas, in reclaiming silver from spent X-ray film; defense contends Golab suffered heart attack (M), Je 11,I,16:1

Cook County Circuit Judge Ronald J P Banks, in what many lawyers call landmark decision, finds three officials of Film Recovery Systems—former president Steven J O'Neil, plant supervisor Charles Kirschbaum and plant foreman Daniel Rodriguez—guilty of murder in cyanide-poisoning death of 59-year-old Polish immigrant employee Stefan Golab; finds that executives were responsible for workplace conditions so unsafe that they led to Golab's death; company, now defunct, was based in Chicago suburb Elk Grove Village (M), Je 15,I,1:5

Indian Prime Minister Rajiv Gandhi calls for well-defined code of conduct for multinational corporations to prevent accidents such as one at Bhopal, India (S), Je 18,IV,6:4

Article in Business and Law discusses concern being raised over murder convictions of three executives in job safety case involving death of employee while on job; nonjury decision, in which three executives of Film Recovery Systems Inc in Elk Grove Village, Illinois, were found guilty of murder in death of employee Stefan Golab, who worked with cyanide, is considered a landmark; legal experts say number of special aspects make it unlikely that case will establish wide-ranging precedent (M), Je 25,IV,2:1

Steven J O'Neil, Charles Kirschbaum and Daniel Rodriguez, three former executives of Film Recovery Systems plant in Elk Grove Village, Illinois, are sentenced to 25 years in prison for murdering worker Stefan Golab, who died after inhaling cyanide fumes while on job; Judge Ronald J P Banks also imposes $10,000 fine on each (S), Jl 2,I,11:4

Editorial says 12 percent rise in job-related injuries and illnesses in 1984 can be attributed in part to Reagan Administration's hostility to health and safety regulation; deplores inactivity of Occupational Safety and Health Administration under Administration, N 20,I,30:1

BEST COPY AVAILABLE

After the brief summary, you see some letters and numbers. The first of these is the date of the issue in which you can find the article. June 15 is when our example was published. Then there is Roman numeral which indicates the section of the paper. The last two Arabic numerals designate the page number and column. This article was in the first section, on page 16 and in the first column.

This information is important because the issues of The Times are on microfilm. The readers have motors that advance the film at varying speeds. Since each spool of film contains more than one issue, you can flash quickly till you find the issue and section you want, then slow it down till you find the right page.

Now that you have some basic information about these references, try Exercise 1.

Exercise 1

DIRECTIONS - Answer these questions by using one of the sources we have just discussed.

1. Under what subject headings is William Ouchi's Theory Z listed in the card catalog?

2. Who is the author of Business Cycles: Their Nature, Cause and Control?

3. Identify another book which Robert Waterman has written besides In Pursuit of Excellence.

4. What is the call number for J.K. Galbraith's Economics and the Public Purpose?

5. How many pages is Dale Yoder's Personnel Management and Industrial Relations and is it illustrated?

6. Find three articles written in 1985 on industrial security. If possible, find ones related to your company's field. Be sure to include all the essential information.

7. If you were investigating the subject of industry and the environment, what other subject headings could you check? Name five.

8. In February of 1987, which surprising magazine had an article on business ethics, and what was the title?

9. In October of 1986, R. Phalon published the article, "Bargains in Bankruptcy?". In which magazine was it published and where can you find this in The Reader's Guide?

10. According to The New York Times, what was the 1986 vote in the House of Representatives on a bill eliminating mandatory retirement at any age and requiring coverage by employers for workers age 70 and older?

11. In 1986, how many articles in The New York Times dealt with Business International Corporation?

12. Which 1985 issue of The New York Times had an article on the company report from Marathon Oil Corporation?

Exercise 1 Teacher's Version

DIRECTIONS - Answer these questions by using one of the sources we have just discussed.

1. Under what subject headings is William Ouchi's Theory Z listed in the card catalog?

   Industrial Management - Japan
   Industrial Management - U.S. (may vary)

2. Who is the author of Business Cycles: Their Nature, Cause and Control?

   James A. Estey

3. Identify another book which Robert Waterman has written besides In Pursuit of Excellence.

   The Renewal Factor: How the Best Get and Keep the Competitive Edge

4. What is the call number for J.K. Galbraith's Economics and the Public Purpose?

   Will vary but should begin with HC.

5. How many pages is Dale Yoder's Personnel Management and Industrial Relations and is it illustrated?

   667, yes

6. Find three articles written in 1985 on industrial security. If possible, find ones related to your company's field. Be sure to include all the essential information.

7. If you were investigating the subject of industry and the environment, what other subject headings could you check? Name five.

Chemical Plants - Environmental aspects
Gas Pipelines - " "
Paper Mills - " " Trade waste- disposal
Petroleum industry " "

8. In February of 1987, which surprising magazine had an article on business ethics, and what was the title?

Mademoiselle, "Should you ever rat on a co-worker?"

9. In October of 1986, R. Phalon published the article, "Bargains in Bankruptcy?". In which magazine was it published and where can you find this in The Reader's Guide?

Forbes, under Business Failures.

10. According to The New York Times, what was the 1986 vote in the House of Representatives on a bill eliminating mandatory retirement at any age and requiring coverage by employers for workers age 70 and older?

394-0

11. In 1986, how many articles in The New York Times dealt with Business International Corporation?

five

12. Which 1985 issue of The New York Times had an article on the company report from Marathon Oil Corporation?

Oct. 30.

SECTION 3

Specialized References

In addition to the Basic Resources we've just learned about, libraries have a number of other references for specific subject areas. There are a great many in the area of business and industry and I won't try to describe all of them.

Probably the most important of the Specialized References is the Business Periodicals Index. This should be available in all libraries. It is set up the same way as The Reader's Guide so you use it in the same manner. It is simply more specialized and covers more technical journals. Whatever you need to find may be located with this source.

In addition to the B.P.I., there are a number of other references for more specialized purposes. The purposes and references are listed on the next page.

Not all libraries will have each of these references, so check out what is available at yours. Then familiarize yourself with them and see what sort of information each contains and how it's arranged. Many of these are interesting just to skim through.

When everyone in your class has had a chance to look through each of the available references, try Exercise 2. This Exercise is fairly tough so it might be easier and more fun if you approach it in teams of two or three as a Scavenger Hunt. Perhaps your teacher can give the winning team a gold star or a lollipop or something else of great value. He or she may have to make some modifications in the Exercise based on what is available in the library you're using.

Sources on Business and Industry

For addresses, names of officers, and products:

Directory of Corporate Affiliations
MacRae's Directory - New York State
Standard and Poor's Register of Corporations, Directors and Executives
Thomas Register of American Manufactures

For the history of a company:

Everybody's Business: An Almanac
Moody's Manuals

For advertising and marketing information:

The Commercial Atlas and Market Guide
Survey of Buying Power
U.S. Industrial Outlook - U.S. Dept. of Commerce

Exercise 2

DIRECTIONS - Find the answers to the following questions in one of the references listed on the previous page, or in the Business Periodicals Index.

1. What is the address of the Federal Automatic Screw Machine Co.?

2. Who wrote an article on Business Networking in Technical Communications, Nov., 1986, and what was the title?

3. What were International Harvester Corporation's total sales in 1979?

4. What foreign corporation owns Beech Nut baby foods, Hills Bros. coffee, and Stouffer frozen foods?

5. What does the Standard Horse Nail Corporation make?

6. What does Duralex Precision, Inc., of Fairport, NY, make?

7. S.I. Newhouse developed a large publishing empire under his name. What was the first newspaper he bought, when did he buy it, and how much did he pay for it?

8. How many million pounds of man-made fiber cloth did the U.S. produce in June, 1984?

9. Who wrote an article in August, 1986 on the use of business letters in the hotel industry, and what was the title?

10. What companies own Baby Ruth candy bars, Selsun Blue shampoo, and Big Boy restaurants?

11. How many articles were written between August, 1983 and July, 1984 on the cost of industrial research?

12. How many employees does Elixir Industries of Gardena, CA have?

13. What was the title of the article on research on advanced materials and aluminum that B. McManus published in Iron Age Metals Producer of Dec. 5, 1986?

14. Who is the Chairman and President of the Nelson Container Corp. of Aurora, CA, and what is his other title?

15. As of 1984, in New York state, what two companies manufactured diamond impregnated tools?

Exercise 2 Teacher's Version - includes source as well as answer

DIRECTIONS - Find the answers to the following questions in one of the references listed on the previous page, or in the Business Periodicals Index.

1. What is the address of the Federal Automatic Screw Machine Co.?

   76-T Atem Way, Mansfield, OH. 44902. (Thomas Register)

2. Who wrote an article on Business Networking in Technical Communications, Nov., 1986, and what was the title?

   J. Smart, "Networking - a key to opportunities". Business Periodicals Index.

3. What were International Harvester Corporation's total sales in 1979?

   $8.4 billion. (Everybody's Business)

4. What foreign corporation owns Beech Nut baby foods, Hills Bros. coffee, and Stouffer frozen foods?

   Nestle, S.A. (Brandnames: Who Owns Whom).

5. What does the Standard Horse Nail Corporation make?

   machine keys, cotter pins, taper pins, woodruff keys, greb keys, special keys. (Standard & Poor's Register of Companies, Directors and Executives).

6. What does Duralex Precision, Inc., of Fairport, NY, make?

   Aerospace and optical components. (MacRae's Directory - New York State).

7. S.I. Newhouse developed a large publishing empire under his name. What was the first newspaper he bought, when did he buy it, and how much did he pay for it?

   Staten Island Advance, 1922, $98,000. (Everybody's Business)

8. How many million pounds of man-made fiber cloth did the U.S. produce in June, 1984?

   122.45. (Business Statistics, U.S. Dept. of Commerce)

9. Who wrote an article in August, 1986 on the use of business letters in the hotel industry, and what was the title?

   S. Swerdlow and others. "43 problems and 16 solutions." (Business Periodicals Index)

10. What companies own Baby Ruth candy bars, Selsun Blue shampoo, and Big Boy restaurants?

    Baby Ruth - Nabisco
    Selsun Blue - Abbott Laboratories
    Big Boy - Marriott Corp. (Brandnames)

11. How many articles were written between August, 1983 and July, 1984 on the cost of industrial research?

    Nine. (B.P.I.)

12. How many employees does Elixir Industries of Gardena, CA have?

    1,5000. (Standard & Poor's)

13. What was the title of the article on research on advanced materials and aluminum that B. McManus published in Iron Age Metals Producer of Dec. 5, 1986?

    "Alcoa takes step in new directions." (B.P.I.)

14. Who is the Chairman and President of the Nelson Container Corp. of Aurora, CA, and what is his other title?

    Robert D. Hays, Sales Manager. (Standard & Poor's)

15. As of 1984, in New York state, what two companies manufactured diamond impregnated tools?

    National Diamond Laboratories, Inc., of Peekskill, and Nesen Diamond Tool Corp., of Tuckahoe. (Macrae's Directory)

MASTERY ACTIVITY

The best Mastery Activity for this Module would be the next one, Module IX, The Research Report. The skills students have developed in this Module are designed to help them do such a report, so it would be a logical Mastery Activity.

If you are not planning to do The Research Report, you could still do some of that Module as a Mastery Activity. This might involve giving students a topic and asking them to find ten specific sources of information on it. You could extend that by asking for three notecards of information from each of the sources. They could then stop at that, instead of going on to further research, outlining, rough draft and so on.

IDEAS FOR EXPANSION

An obvious way to expand this Module would be to come up with more exercise items such as are in Exercises 1 and 2. This doesn't take very long, much less time than it takes for students to find the answers, and it's not at all difficult.

You might also expand it with the cooperation of the librarians. Many libraries include exercises such as you have here in their orientation material. These are not likely to be oriented toward business and industry, but with the help of a friendly librarian, you could modify them.

An interesting class activity would be to Brainstorm questions the students have about the industry in which they work. The class could identify six or eight as the most intriguing, and then volunteer in teams to investigate these. They might make an informal oral report of their findings. This would not be as time consuming or potentially stressful as writing reports individually.

MODULE IX

THE RESEARCH ESSAY

PREREQUISITES

In order to do a Research Essay, students should be able to organize and write a short essay and use the library. In other words, they should be able to do each of the objectives in Modules VI and VIII.

TIME FOR THIS MODULE

The amount of time will depend on how much access students have to a library, how long a report they are to write, and how much class time they will have to work on it. Assuming that they can spend five hours a week in the library, that all their Writing Class time is spent on the Report, and that they are to write an 8-10 page paper, six weeks would be about right.

OBJECTIVES

When they finish this Module, students will be able to:

1. Write an 8-10 page (typed) Research Essay, meeting traditional academic standards by:

   A. Choose a topic of appropriate scope and interest and writing a Report or Theses Statement.

   B. Making proper Bibliographic entries on 3 x 5 cards.

   C. Taking appropriate and effective Notes on 3 x 5 cards.

   D. Developing and practicing the skill of Paraphrasing.

   E. Writing thorough and effective Preliminary and Final Outlines

   F. Writing a complete First Draft demonstrating abilities at organizing, handling Quotations properly, using appropriate Endnotes, and writing Endnote and Bibliography pages.

   G. Revising and writing a presentable Final Draft.

OVERVIEW

The type of Research Essay that this Module teaches is the academic one, the well-known and not-much-beloved "term paper." If students matriculate in a degree program, sooner or later they will probably have to write one of these.

Academic standards are usually quite specific and rigid, and if students learn to follow these, they will be able to ease up should they have to write a report that is less rigorous. This is anticipating that some may have to do a Research Essay for their job, and that at the lease, the standards for this will be no tougher than traditional academic ones.

If you or your students are aware of Research Essays they might have to write for their company, you could adapt some of what is asked for in this Module. However, it still wouldn't be a bad idea to follow the academic model, because then students would be prepared for whatever sort of Research task was asked of them.

One of you first tasks is to plan an appropriate schedule for completion of tasks. Budgeting time is an important skill in doing a Research Essay and you can help students learn to do this by having a schedule of when each task is due. Basically, students will have seven tasks. They are:

Selection of topic and Report or Thesis Statement

Bibliography cards

Note cards

Preliminary outline

Final outline

First draft

Final draft

You should determine an appropriate schedule based on the amount to time you have, the amount of library access the students have, and your sense of how to look at each task as separate and discrete. You might have a date for five bibliography cards, then one for twenty note cards, another for five more bibliography cards, then another for thirty more note cards, etc. This is, in fact, more in keeping with how their research is likely to go.

It would probably be best if you did not plan any other class activities during this time. During times when students are in the classroom, as opposed to the library, they can use the time for reading and taking notes, talking with you, working on outlines, and so on. Since they will be at different points in the whole process, it's difficult to have everyone stop and do something essentially extraneous to the Research Essay, for instance, vocabulary. In addition, they are working individually, and it can be difficult to shift quickly back to group work.

There may be occasions, however, where you want the whole group's attention for a task pertinent to this project, and you should be willing to ask for this. Such an instance might be going over Outlining, perhaps doing an Outline on the blackboard so that students can take part in the process.

If you are grading the students, each of the tasks can be given a certain number of points, starting off with a small number and working up. There is value to this in that students always know just how they are doing.

You should be fairly hard-nosed about students getting the early tasks in on time. It's very easy to let them have some extra time, yet it's also very easy for students to fall behind. Many will be

unaccustomed to not having someone watching over their shoulder, and self-discipline may be something they need to develop. Others may have difficulty finding material, and if this happens, they should know to yell for help before something is due, rather than ask for an exten-sion at that point. It's my experience that if students fall behind early, they rarely catch up, and if they do, it's with less than sterling work.

In your planning of the schedule, keep your own time commitments in mind. Here it really is imperative to get students' work back immediately. Sometimes they won't be able to continue working until you return the previous task. Even if they are able to continue, they will need to know quickly if they are doing something improperly. For instance, if they are not doing note cards correctly, you should be able to correct and return them before they do too many more in the wrong manner.

Getting the work back immediately isn't too difficult with the early tasks; it doesn't take long to look over note cards. When it comes to the Outlines and Drafts, you will need more time. The tasks that will take you the longest are the Final Outline and the First Draft. These must be gone over very carefully so that you can catch everything that needs improvement. You can't hold students responsible for a problem in the Final Draft if it was present in the Final Outline and First Draft and you said nothing about it.

Thus, you should make these tasks due when you know you will have adequate time to go over the work carefully. Not having other class activities will let you use class time to go over assignments. You can even do this with individual students, so that they won't have to rely only on your written comments.

Another way to ease the crunch, especially with later assignments, is to have students turn in work on different days. The Final Outline for students with last names beginning with A through H might be due on Tuesday. Names from I to P would be Wednesday, R through Z on Thursday, and so on. those who have to get one task in earliest will end up having the most time to do the Final Draft, so there is some equity in this arrangement.

You might also give some thought to the type of Essay you want students to write. Basically there are two types, a Factual Report and a Thesis. The former is, as the name implies, a reporting of objective facts. The latter is persuasive and involves argumentation. For example, the history of government regulation of a particular industry would be a topic for a Factual Report. Arguing that such government regulation is inappropriate and should be lifted would be a Thesis.

The difference between these two will lead to differences in the types of materials students need to find, how they organize these, and how they actually write. You can figure these differences out yourself and determine which type would be more appropriate. I recommend the Thesis if it is at all feasible. It is more encompassing, since research of facts is still necessary, but it requires logical thinking and use of techniques of persuasion. If students have done a short persuasive essay, they can probably do a Thesis.

If you go the Thesis route, be careful as you approve topics for which students will be making an argument. Some will tend to slide toward the Factual Report, and the time to catch this is when they are choosing a topic and writing the Thesis Statement.

It would be possible to let students choose either the Factual Report or the Thesis. Some topics lend themselves better to one or

the other, and since it is important that students work with a topic they find interesting, there is reason for giving them a choice. Just be sure that they understand the difference between the two and what is involved in each.

Speaking of topics, it is crucial to spend enough time generating possibilities and having students select one so that all of them will have a topic they are interested in. With a project of this length, there will be times when students run into obstacles, get frustrated, bored or tired. If they've chosen a topic more or less at random, it will be hard to get over the hump. If the topic means something to them, the motivation will be there to persevere.

Start with Brainstorming topics related to their work. Ask them to think of questions they've always had but never asked, or asked but never received a satisfactory answer to. Have them speculate about the future. If they are in this program, they are thinking about the future, theirs and the company's, and this could be the source of a number of interesting questions.

You might also bring in executives from the company to talk about some of the questions they are dealing with, either ongoing or new. It's conceivable that your students could do some research that would be of real value to the company, and that would be a tremendous ego and confidence booster.

If the company has a library or resource center, seeing what has been accumulated there may help identify important areas of research. This will also let you know what resources are available on-site for the student's research.

Be aware that there may be limitations on access to certain materials. Determine as exactly as you can just what your students are allowed to work with.

In addition to choosing a topic that they're interested in, students need to choose one that is appropriate for an essay of this length. The tendency is for them to choose something that's too big, and the result, if they don't narrow the focus, is an essay that lacks direction and may seem both superficial and confused.

If they are really interested in a broad area, help them think of specific questions or angles that they could get a good grip on. For instance, if you had a student interested in labor-management relations in the auto industry, you would need to help him or her come up with a narrow focus. This might be around the question of whether company-generated violence in the 1930's affects UAW perspectives today. The Student might also examine labor-management relations in just one company. Or he or she might examine changes within the last ten years.

For any broad topic, there are many specific angles from which to approach it, so don't let a student start on something too big. If you are stuck for ideas, check with the librarians and have the student talk with his or her classmates.

Speaking of librarians, you will need to have regular access for your students to a good academic library. If you have secured this in connection with the previous Module, you're all set. If you haven't, then this is one of your earliest and most important tasks. Students will need a fair number of hours in the library so you may have to do some rearranging of schedules.

If you have formed a good relationship with the librarians and they are willing to work with your students, this will be a great

benefit. They are will-trained at doing this and certainly know what resources are available.

If the librarians are unable to lend regular assistance, think in terms of alternative staffing arrangements. This type of individualized work is very demanding on your time; it's easy to spend an hour working with just two or three students. You should not have a student-teacher ratio of more than 15 to 1, an 10 to 1 would be better. Don't try to take a class of 25 to the library unless you have another qualified staff person with you.

Do tell the students how you plan to work with them and what you expect of them. Some may unconsciously try to monopolize your time, and if you've established the principle of spreading yourself thinly, but evenly, it will be easier to keep their demands within reason.

Be sure to have some non-library time available to talk with students. They may need to verbalize more about their topic or simply express some frustration, and this can be hard in the task-oriented atmosphere of the library.

Finally, be encouraging at all times, and remember the root of "encourage." Doing a Report like this will be frightening, maybe even terrifying, to some of your students, and they will need all the courage they can muster. Overcoming their fears and the various practical obstacles will produce a strong correlative to their fear, namely, great pride and confidence. Helping them achieve this will be a tremendous fulfillment for you.

SECTION 1

Introduction

Writing the Research Essay is the culmination to your work with this Curriculum. When you've completed a good one, you'll know that there is really no writing task that you can't do. Among other things, writing the Research Essay is a bit scary, a lot of work, sometimes frustrating, occasionally tedious, at infrequent times boring, periodically fun, often satisfying, and ultimately, a source of great pride and satisfaction. If you've come this far, writing good short essays and learning to use a library, you can do it, and you'll be pleased and surprised at how well you do it.

Beyond the satisfaction you'll get, learning to do a Research Essay could be important to you in a couple of ways. If you go on to college, you will probably have to do a lengthy term paper at some point. You'll find that many of your classmates won't know how to approach this, but you will. You will know that you can write a good one, which will not only ease the stress on you, but may even make you some sort of gray-haired eminence to your youthful classmates.

Whether you go to college or not, your job may someday entail doing library research and compiling your findings. The standards for such a report may vary from company to company, but they are not likely to be any more rigorous than the academic standards I am holding up to you here. If you can do a good academic report, you will be able to satisfy what your company wants.

Your teacher has given a good deal of thought to the logistics of doing the Research Essay and will inform you of the schedule of tasks and just what you will be expected to do. This is very different type of work, and the ways in which you work with teacher and classmates

will also be different. The most important thing for you will be to apply the necessary self-discipline. Other than letting you know what is due and when, your teacher will not be looking over your shoulder to make sure you are doing your work. For some people, this is so different from what they've been used to that they don't know how to handle the freedom. Being a mature adult, you will be able to handle it and even enjoy it. You will recognize the importance of working consistently and diligently, even when materials are hard to find or the work gets tedious.

Above all, don't let yourself get behind initially. It's easy to let things start to slide, but if they do, it can be awfully hard to catch up. If you push yourself hard at the start and develop some momentum, the whole project will be much easier.

SECTION 2

Choosing a Topic

In a project of this length, it is very important to choose a topic that is appropriate in scope and one in which you are interested. Choosing a topic hastily can lead to a number of problems, the least of which is that you may get bored with it and lose the motivation to pursue it.

In addition to being interesting, the topic has to be broad enough for a paper of this length, about 2,000 to 2,500 words, or 8 to 10 pages, yet not too broad. The tendency is for students to tackle something that is too big. When they do, their direction can get confused and the paper may lack focus. Even if their direction is clear, they may try to cover so much that their treatment of the subject is superficial.

It is okay to start with a broad area, for instance, occupational safety, but then you must find and aspect of the topic that is manageable in an essay of this length. You might look at occupational safety in your industry, or even narrow that further to federal regulation of occupational safety in your industry.

If you know that your area of interest is broad, talk to your teacher, co-workers, librarians and anyone else knowledgeable about it till you have a specific question to investigate.

Be sure that it is something you find interesting. If you pick a topic just to have one, you will find yourself bogging down during the times when the work is harder or seems tedious. It's tough if you realize half way through that you're really bored by this topic, but it's too late to change it.

As you consider topics, you may also be considering one of two types of Research Essay to write. You will probably discuss in class what these are and what each involves, and your teacher may direct you to one or the other.

The first type is the Factual Report. As the name implies, this is a gathering and organizing of factual information about a specific topic. The second is the Thesis, which is persuasive. Here you look at some facts about a situation and argue how they should be interpreted or what should be done about them.

To see how these differ, let's look at the general topic of foreign competition. A Factual Report might be a look at the history of such competition in your industry. It might include the nature of that competition today. A Thesis might start with the nature of the competition, then argue what the industry and/or federal government should do about it. The key word here is "should," for here is where you would involve your opinions, backing them up with whatever evidence and testimony you can find.

A Factual Report must be organized much as you have organized paragraphs and short essays. If you are investigating the history of something, you will obviously use Time Order. If you were looking at regional patterns of sales or usage, you would organize around geography, or Space Order.

A Thesis will have a two part organization. In the first part, you prove that there is a Problem, using whatever factual information you can find. In the second part, you propose a Solution for the Problem, and demonstrate how it will solve it and why it's the best alternative.

Each of these types can be appropriate, depending on your topic and what interests you about it. Personally, I prefer the Thesis, because there's more to it and I like to prepare a logical argument. (No, that doesn't mean that I'm "argumentative." That's what someone who didn't like me might say. I prefer to think of myself as one who is "interested in debate and disputation." It's all in the connotations, you remember.)

You will probably spend some time in class thinking of possible topics. To help you get started, below are some suggested samples. They would all need to be made specific to your industry, company, product, union, etc.

The early development of this industry.

The recent developments in this industry.

The future of this industry.

Foreign competition in this industry.

Federal regulation of this industry.

Interrelationships between this industry and the rest of the economy.

Principles of marketing our product.

Marketing our product domestically.

Marketing our product internationally.

The history of occupational safety and health in this industry.

Current issues in occupational safety and health in this industry.

Labor-management relations in this industry.

Labor-management relations in this company.

Changes in emphasis in this union.

Where this union has been and where it's going.

Training for this type of work.

Public relations for the union, company or industry.

Consumption of limited resources by this industry.

Effects on the environment of this industry.

New methods of organizing work teams.

Ways of fostering blue collar/white collar cooperation.

Different shift arrangements, e.g. "flex-time."

Effects of computerization in this industry.

Issues around job security and seniority.

Mandatory retirement.

Streamlining overly large work forces.

Effects of mergers and buy-outs in this industry.

The role of the entrepreneur in this industry.

The impact of advertising on the growth of this company/industry.

The place for profit-sharing in this company/industry.

The blue collar worker as manager.

Most of the topics above could be dealt with as a Factual Report or could be developed into a Thesis. If there are a few that you and your classmates are most interested in, you might want to Brainstorm different approaches to take for a Factual Report or different questions to argue in a Thesis.

SECTION 3

The Report or Thesis Statement

When you have found a topic and a particular angle on it, the way to fix your focus and provide yourself with a clear direction is to write a Report or Thesis Statement. This is a brief statement of one or two good sentences that summarizes what your Essay is all about. A key here is that you write sentences, not sentence fragments that sound like titles. As such, this Statement will be quite similar to the Topic Sentence you wrote for paragraphs, and the Thesis Statements you wrote for short essays. In all cases, you want some-thing that is specific, yet broad enough to cover all you are going to say.

In discussing Topic and thesis Sentences for short essays, I suggested the importance of making them interesting. In this case, that is not quite so important. Concentrate on making the Statement specific, yet comprehensive, and if it turns out that you have a catchy way of doing this, fine, but don't worry if it's just plain and straightforward.

Writing a Thesis Statement can be a little easier than writing a Report Statement because you are saying a bit more, and saying it more emphatically. Compare the difference between Report and Thesis Statements on the same topic.

Report-

There are a number of occupational safety and health issues facing this industry, and they fit in to three basic types.

Thesis-

Occupational safety and health issues facing this industry are significant and are not being addressed adequately by the industry. More federal legislation is needed to ensure the health and safety of industry workers.

Notice that, despite the differences, both Statements are specific. The Report Statement indicates how these issues will be examined and categorized. The Thesis Statement mentions the problem and then what ought to be done about it.

These, then, are good guidelines for writing your Statement. If it's a Report Statement, give some indication of how you will examine and report you information. If it's a Thesis Statement, identify the problem and then indicate who should do what about it.

Let's look at another pair to see what goes into a good Statement.

Report-

> Among the current problems in marketing widgets, the most significant are the industry's historical passivity, aggressive Japanese marketing, and a public perception that widgets are an unnecessary luxury.

Thesis-

> Historically, the widget industry's marketing approach has been passive, one of "let the public come to us." In the face of strong Japanese competition and with declining sales, the industry must adopt modern aggressive marketing techniques.

Each of these Essays will look at the marketing of widgets, but each will concentrate only on certain aspects of this topic. The Report will examine three problems and perhaps summarize the others. The Thesis will investigate one major problem and recommend certain kinds of changes.

You've probably noticed that the Report Statements have been one sentence and the Thesis Statements have had two. This is not a requirement; what you should be most concerned about is clarity. If a sentence gets long and unwieldy, break it in two. It may be easier to write the Thesis Statement in two sentences, one for the Problem and the second for the Solution.

Try out different versions of your Report or Thesis Statement to see which says most exactly what you are going to cover. Read them aloud to yourself and to others to get their reaction. Finetuning the language of the Statement will do more than make it clear and specific; it will help you focus your direction and guide you from the initial steps of research through outlining and writing.

SECTION 4

Note-taking

Before going to the library, arm yourself with a bunch of 3 x 5 cards, rubber bands and writing implements. Take all your notes on the 3 x 5 cards, not on sheets of paper. With cards you will be able to find, arrange and rearrange your notes as you need to. You can't do this with sheets of paper.

When you find a likely source, first skim it to see if it's worth reading closely. You might want to refer to Section 8 of Module I of this curriculum for tips on how to skim.

If you are going to take notes from the source, first make out a Bibliography card. This identifies the source by author, title, publication, if it's an article, and all other pertinent information. See the examples below for what this looks like.

1

Poole, C. and Trachtenberg, J.A.
"Bear Hug: Failed Merger When
Big Companies Swallow Little Ones."
"Forbes 140: 186-7. Nov. 16,1987.

2

Cochran, Thomas C.
200 Years of American Business.
New York: Basic Books, Inc.,
1977.

You notice that each card has a number in the upper right hand corner. Number your Bibliography cards consecutively as you find the sources. You will identify each Note card by the number of the source that provided the information. This enables you to double check your information and go back to the source for more.

As far as what information you should put on the card for different types of sources, check the Appendix and follow the appropriate form carefully and completely. You'll see that titles of articles and essays are put in quotes. Book titles and the names of magazines and newspapers are underlined.

As mentioned, all your notes should go on cards. Write just two or three bits of information on each card. Do not fill them up and don't write on the back. Use a shorthand style, leaving out unnecessary words, abbreviating, and condensing. Be sure not to make this style so extreme that you forget later what you meant. What you want to do is to save time, and to some degree, space; just do it sensibly.

Do not abbreviate or condense if what you are putting down is a quotation. If it is, copy it word for word and be sure to put quotation marks around it. If you don't, later on you may think that the words are your own summary or paraphrase and you might use them as they are. If you do and they are someone else's words, and you don't give that person credit, you are guilty of plagiarism, a serious offense, even if it's accidental.

As mentioned, keep the notes to just a few per card. As the writer shifts topics or focus, do a new card. You should be able to see what's on each card at a glance.

If you have a great many statistics or a very long quotation that won't fit on one card, don't write on the back. Instead, start a new card and staple it to the first one.

What you are after with all of this is the ease of using the cards. When you have sixty or seventy spread over the kitchen table, you want to be able to find the one you need at a particular moment without pawing through and reading all the cards.

In connection, with this aim, at the top of each card, in heavy capital letters, write a one to three word phrase, called a "slug" in newspaper usage, that sums up what the notes are about. This might be something like MARKETING HISTORY - 1960-1980, or NUMBER ACCIDENTS or ALTERNATIVE SOLUTION. The slug should be big enough to read from six feet or so away, so that when you're looking for those SALES FIGURES, you can spot the card over there by the high chair.

For examples of good Note cards, see below.

SALES DECLINE 4

Baynes - Decline in sales at same time as increased Japanese imports. Imports climb - sales go down. 1970-80 imports up 43%. Sales down 23%.

p.108

COMPANIES 8

1920 - 16 companies making widgets
1935 - 7 companies making widgets
1950 - 13 companies making widgets
1965 - 22 companies making widgets
1980 - 12 companies making widgets

p.510

INDUSTRY'S RESPONSIBILITY 11

Shaw - Up to industry to make work-place safe. Opposed to federal regulation.

"Whenever the feds have stepped in, they're tripped, stumbled and landed on their keesters. We don't need 'em."

p.203

You notice two other things on these sample Note cards besides the notes and the slug. One is the page that the information was found on. The other is the number of the source as recorded on the Bibliography card. All of your cards should have each of these features.

Before going any further, let's look at this process of Note-taking and contrast it with Paraphrasing. As described, Note-taking is condensing ideas or information into the fewest possible words. Paraphrasing is the act of putting ideas or information "into your own words." A Paraphrase may be shorter than the original and it may act as a summary of it, but the idea really is to use simpler and more readily understandable words. Note-taking uses short phrases and avoids complete sentences. Paraphrasing uses complete sentences.

It might be good at this point to go over the material on Paraphrasing in Section 6 of Module I. This will give you useful practice with this important skill.

We've seen some examples of Notes; now let's see a Paraphrase. Below is an excerpt from Thomas C. Cochran's 200 Years of American Business (New York: Basic Books, Inc., 1977) and a Paraphrase of it.

> The existence of a number of competing cities within the framework of the same national market appears to have been a major stimulant to business development. At least four of the Northeastern states- Maryland, Pennsylvania, New York, and Massachusetts- felt their general welfare to be dependent on the promotion of their major seaports. Consequently, governments joined in the competition to attract capital and trade to a degree not duplicated abroad. From independence until 1837, at least, the mercantile community of each of the major ports became increasingly afraid of having trade diverted to their rivals, and as a result state legislators became anxious to assist business development in all practical, and some impractical, ways. A common state device for mobilizing private capital and promoting enterprise was the chartered business corporation, the most important organizational innovation of the period.
>
> p. 15

Paraphrase -

> Having a major trading city stimulated business development. Maryland, Pennsylvania, New York and Mass-achusetts recognized the importance of their seaports to their state economies. Therefore, they competed for trade more than was done abroad. In this competition, the states tried to promote business development in a variety of ways. One of the most important of these was the chartered business corporation.

Exercise 1

DIRECTIONS - Following are excerpts from 200 Years of American Business and William Ouchi's Theory Z (Reading, MA: Addison-Wesley Publishing Co., 1981.) Take Notes or Paraphrase each selection as indicated. Use separate sheets of paper.

1.

> Even in the prosperous years of the twenties the AFL lost members, and by 1933 it seemed possible that employers could restrict national unions to just a few skilled crafts. The number of employees in company unions had by then reached a membership of about half the total of those in independent unions.[11] At this juncture Section 7[A] of NIRA, with its statement "That employees shall have the right to organize and bargain collectively. . . " threatened to reverse the trend. Medium to large business concerns put on a strong battle through private detective agencies and company police to keep outside union organizers away from their plants. Partially to meet the provisions of the law, many more firms adopted company unions. As a result, while by 1935 there were more union members in relation to employment than in 1929, the major gain had been in controlled company unions, and the fight to prevent industrial unions from spreading into large plants or other branches of business had by no means been lost.
>
> Cochran, p. 181

TAKE NOTES

2.

> Most Western organizations practice an attitude of "partial inclusion," an understanding between employee and employer that the connection between them involves only those activities directly connected with the completion of a specific job. Many Western social scientists have argued that partial inclusion maintains the emotional health in individuals. Being partially included in a number of organizations makes moving from one social domain to another easy, and tensions that have built up in one setting can be released in another. The Japanese organization, by contrast, forms inclusive relationships. A set of mechanisms provide for the social support and emotional release necessary for emotional equilibrium. One such mechanism is the capacity of group members to "change hats" and alter the nature of their relationships to one another for a short time in order to provide this social release and balance.
>
> Ouchi, p. 52

PARAPHRASE

3.

Lest these difficulties seem so great that the American business achievement of keeping up with the compact nations of western Europe appears miraculous, it should be added that until after 1890 raw materials in the United States were abundant and of unusually high grade; and agriculture was increasingly productive for meat and staples. In fact, the superficial picture was one of such natural abundance that it would have been hard then (and is still difficult now) to realize that the nation was growing in per capita income no more rapidly than France and less so than Germany.

Cochran, p. 52

PARAPHRASE

4.

One device to open lines of communication is the joint seminar between line managers of the company and top officilas of the union. An initial meeting of a half-day might be used to set an agenda for future talks. At a three- or four-day meeting at a neutral site, individuals could meet one another in a more wholistic way, thus beginning to replace stereotypes with more accurate images of real people. The company needs to realize that the union members are their employees and that the union structure is potentially a contributor to the success of the company. Viewed in this light, the management may be able to justify to itself making a financial grant to the union, that union members can use in holding their own workshops and seminars. Unless the members of the union can internally engage in a thorough debate on these issues, express their skepticism, and develop some interpersonal skills, no amount of changing by the management will bridge the gap. The discussion process will go on for at least two or three years before the two sides are ready to take the kinds of steps outlined below, in the final stage. The process must begin as early as possible, therefore, but not before the management has fulfilled their responsibility to define and develop the underlying principles and strategies.

Ouchi, p. 117

TAKE NOTES

Exercise 1 Teacher's Version
Answers will vary.

1. In '20s, AFL lost members. By 1933, had half what independent unions had.
Section 7A of NIRA changed this. "That employees shall have the right to organize and bargain collectively."
Companies fought labor organization, adopted company unions. Most of gain in union members by '35 was in company unions.

2. Western organizations practice "partial inclusion," where the connection between employee and employer is only in job-related activities. Social scientists say that this is healthy, since it makes it easier to move from one social area to another, releasing tensions from one area in another.
Japanese organizations have inclusive relationships. Certain organizational features allow for social support and release of emotion so that feelings remain stable. One feature is to "change hats," where a relationship can be changed for a short period of time.

3. The United State had abundant, high-quality natural resources and productive agriculture. This picture is deceptive in that actually, it was growing in per capita income at the same rate as France and slower than Germany.

4. Joint seminar is one way to open communication. Between company managers, top union guys.
Start with half day planning session, then 3-4 day meeting on neutral site.
Stereotypes then start to break down. Company realizes union guys are their employees and that union can contribute to company success. Might make educational grant to union so it can explore major issues.
Union must examine these if management-union gap is going to be closed.
This goes on for 2-3 years before two can get together.
Management must define and develop basic principles and strategies for this.

SECTION 5

Interviewing

Most of your research will be "library" research. It is unlikely that you will do "field research," product testing, market surveying and so on. You might, however have occasion to interview someone. A person can be a very valuable resource and there may be many people around your workplace with knowledge and experience you could benefit from.

If you know of someone you'd like to interview, the first step is to have you purpose clearly in mind. Why do you want to talk to him or her? What knowledge do you seek? Your purpose should be more sharply focused than just wanting to "hear what they have to say" about your topic. The more focused and directed your purpose and interview are, the more you will get out of it.

When you request the interview, tell the person who you are, why you want the interview, and what topics you want to discuss. If there are topics this person might be wary of discussing, you could indicate also what you will not ask. Finally, indicate about how long you feel the interview will take.

Before you go to talk with the interviewee (and you should go to him or her rather than the reverse), make out a script. Write the questions you want to ask in the form you will ask them. They should be specific and open-ended. An open-ended question is one that can't be answered by "yes" or "no" or similar short phrase. "Do the new floccilaters make a difference?" is a closed-ended question. "How are the new floccilaters working?" is open-ended. Open-ended questions

call upon the person to expand, expound and elaborate, and as such, they elicit more information. (If your teacher has access to the Oral Communications Curriculum which was written for the same type of program as this one, you could refer to pages 59-9 for more discussion and examples of open-ended and closed-ended questions.)

Five to ten questions is probably about right for one interview. Having them written down doesn't mean that you can't ask something else or that you have to ask them in that order. You may find that the interviewee will answer a second question in elaborating on the first.

If you can take notes quickly, you can write down the interviewee's responses. Be sure to leave enough space after each question in your script for your notes. You want to be sure which notes pertain to which question. If you want to quote the person, mention this, take the time to copy each word carefully, then check with him or her as to your accuracy.

If you don't take notes quickly or might get distracted doing this, you could use a tape recorder. Be sure to check with the interviewee to see if he or she is agreeable to this. There are obvious advantages to the tape recorder, and I would recommend its use if at all possible.

After the interview, make out a Bibliography card. It should include the person's name, title, the date and place of the interview. Number it as you do other Bibliography cards, since you can use your interview notes just as you do the notes from the library.

SECTION 6

Outlining

Your Note-taking continues as you find more and more sources and further focus your ideas on what you want to say. As you learn more about your topic, you might want to refine your Report or Thesis Statement, and this is okay, but be sure to check any modification with you teacher.

You will start to become aware of certain areas where you have a good deal of information and others where your notes are scanty. This serves to direct further research into the latter areas, and that's as it should be.

About now, at a hard-to-define point, you should make a Preliminary Outline. You should have a clear enough idea of the kinds of information you are going to Report, or the evidence to support the argument of your Thesis, so that you could do a half to full page Outline of the structure of the Essay. You probably don't need to go beyond one level of sub-topics. Look through Section 7 of Module I for the form of an Outline and tips on doing one.

Below is an example of what a Preliminary Outline might look like. Notice it begins with the Thesis Statement, and your Statement should be included with your Outline.

THESIS STATEMENT - Widget industry has been reluctant to foster greater cooperation between labor and management. In order to compete with foreign widget manufacturers, the industry must take greater steps to involve labor in the decision-making process.

I. Historically, widget makers treated employees in traditional manner.

   A. First makers were independent entrepreneurs.

   B. Early 20th century, workers were just cogs in machine.

II. Recently, widget companies resisted employee involvement.

   A. Strikes in '60 and '70s over work rules.

   B. Current difficult negotiations over these issues.

   C. High profile resistance, public statements by widget company executives.

III. Market is getting tough for domestic widget makers.

   A. Japanese making high quality, low cost widgets.

   B. Domestic makers losing more of market share.

   C. Previous attempts to improve quality, lower price, have been ineffective.

IV. Involvement of labor can improve operations, quality, and lower costs.

   A. Work force in widget industry is experienced, unusually well-educated.

   B. Many useful employee suggestions have been adopted, but not systematically enough.

   C. Involving employees improves morale, motivation, and thus, productivity.

   D. Example of World-Wide Widgets, Inc.

Completing the Preliminary Outline accomplishes two things. First, it lets you look at a graphic representation of your organization or argument. You can see if there is anything missing or out of order. Second, it gives you an even clearer idea of the scope of your research. It's very easy now to lay out your Note cards with your Outline so that you can see where your information is adequate or inadequate. This is one of the benefits of using "slugs;" they help you direct your research more efficiently.

So now you continue with renewed motivation and clearer direction. You may discover that many sources are saying the same thing, so it becomes a bit harder to find what you need. However, you are becoming more skilled at using the library resources, and eventually you have what seems to be enough information. At least, the thick stack of note cards you carry indicates that.

You've also discussed your Preliminary Outline with your teacher and agreed on the parts that need the most emphasis and expansion. It's time to do your Final Outline.

As you might expect, the Final Outline will be much more detailed. All important points you expect to make in your Essay should appear in the Final Outline. An essay of 8-10 pages might have a Final Outline of 2-3 pages.

This Outline will probably be a lot of work, but it will be worth it. If you lay out all your major points and the supporting evidence you have for them, this time you'll accomplish three things. As with the Preliminary Outline, you can assess the strength of your organization or argument and you can determine whether you have done enough research. In addition, you'll how be able to concentrate on writing clearly and effectively. You will know where you're going

each step of the way, so you'll be able to write good topic sentences, coherent and unified paragraphs, sentences of varied length, effective transitions, and all that other good stuff.

If you have done a good Final Outline and have all your notes organized, you'll be surprised at how quickly and easily you can write eight to ten pages. You may even find that you have material for a lot more than that. If that happens, and it looks as if you might have double what you need, check with your teacher to see if anything can be deleted or condensed.

At this point, you might be thinking, "What is this guy on? I struggled to write one paragraph, and doing a five paragraph essay was an ordeal."

I can understand that, but trust me. Have I led you wrong so far? If you were able to do that earlier writing, you can do something of this length. A major obstacle up to now has been that you weren't always clear on what you wanted to say. Having done thorough research and a comprehensive and specific Outline, that obstacle has been overcome. The words will begin to flow with ever increasing fluency.

Students are often unsure of just how specific to make this Final Outline. There's no way to give a formula for that, but below is a sample of what might be appropriate. It is an expansion of the Preliminary Outline example, and to save space and time, only part of it is included here. Not all points will be clear because of the condensed outline style and because an outline is not meant to communicate to others, only to the writer.

Final Outline Sample

IV. Involvement of labor can improve operations, quality and lower costs.

A. Workforce in widget industry is experienced, unusually well-educated.

1. Dept. of Commerce figures.

2. UWWW figures.

3. Baynes quote.

a. From Baynes, example at World-Wide.

b. From Baynes, example at Widgetry, Inc.

B. Many useful employee suggestions have been adopted, but not systematically enough.

1. Examples at World-Wide.

a. Quote from World-Wide CEO.

b. Quote fro head of UWWW local.

2. Other companies have received useful suggestions.

a. Examples discussed by Shaw.

b. Shaw quote about number and quality of suggestions.

c. Examples of good suggestions initially rejected, much late adopted.

d. Cooper quote about lack of systematic adoption.

C. Involving employees improves morale, motivation, and thus, productivity.

1. Studies by Keplinger.

2. Studies by Cadle.

3. Robinson quote.

D. Example of World-Wide Widgets, Inc.

1. Description of JUMSO.

2. Sales figures after creation of JUMSO.

3. Quotes from World-Wide CEO and head of UWWW local.

SECTION 7

Writing the First Draft

With you Final Outline done and all your notes in order, you can begin on your First Draft. Whether typing or writing longhand, be sure to double space and leave wide margins so that you have room for corrections and additions. If you get stuck on phrasing at some point, don't get too hassled. If you've tried two or three approaches, and none sound right, leave it and go on. Later, when you go back over your draft, you'll be surprised at how easy it is to come up with the phrasing you want. You may even find that what you had is okay; you had just gotten into a hyper-critical mode.

What I've just said suggests taking a fair amount of time with your First Draft, and that is a good idea. Don't try to write it all in one sitting. If you've never written something of this length before, do two or three pages and let them sit for awhile. Then read them over carefully, making decisions about phrasing on those pages and techniques you want to use as you continue.

As you write, include all Quotations and Endnotes exactly as you will have them in the Final Draft. It's easy to figure that you'll leave them alone and take care of them in the Final Draft, but it's important to have them right in the First Draft, especially if you've never handled them before. There are some technical and substantive questions to deal with, and it's a lot easier if you deal with them before you get to the Final Draft.

Speaking of these questions, let's look at Quotations and Endnotes.

Quotations

As indicated earlier, whenever you use someone else's exact words, you must put them in quotation marks, "...". The question is

when to use the quotation in the text, and when to set it off, block-style.

The general rule of thumb is that if the quote is less than three typewritten lines, include it in the text. If it is three or more, set it off, block-style.

For example, if I am discussing the role of the company leader in implementing "Theory Z" and I wish to quote something short from William Ouchi, I would insert it like this, "A process of organizational change cannot succeed without the direct and personal support of the top person in the hierarchy." (p. 104).

However, if it's a longer quote on this topic, it would look like this:

> The leader may be afraid of upsetting their tentative moves at confrontation and thus may withhold personal views on key issues. Consequently, the group discussing the issue will often reach a consensus, assuming the leader has given tacit consent. Unfortunately, the result will be public commitment to a position not personally supported, and that will produce a half-hearted and ultimately unsuccessful attempt at change.
>
> (p. 104).

Notice that in block style, the quotation marks are omitted, the quote is single-spaced, and the margins are wider.

Be careful and moderate in your use of Quotations. Only include them if they really sum up your point, have particularly powerful phrasing, or serve as truly expert testimony. Some students write what I call "necklace" essays; they string together Quotation after Quotation until you're more aware of the words of the Quotations than those of the writer.

In addition to betraying a lack of confidence in your own ideas, too many Quotations become tedious. There is a tendency for readers to skip over them, particularly if they are long. So keep them as

short as possible, as well as appropriately frequent.

"All right," you say, "stop beating around the bush. How many constitute appropriate frequency?" It's always hard to say, because needs for Quotations can vary so much. I'm hesitate to state numbers as a guideline because students then start to think of that as an absolute requirement. However, many teachers ask for 5 or 6 Quotations in a 10 page paper. You can take this as a guideline if you promise to remember that it is that, not a requirement.

Endnotes

Endnotes serve the same functions as footnotes; they give credit to others when credit is due, they direct the reader to the source of certain information, and they can provide supplemental information not appropriate for the actual text. We are concerned primarily with the first two functions.

The reason I am suggesting that you use Endnotes is that they are much easier to use than footnotes. With the latter, you have to allow space as you type for the footnotes at the bottom of the page, and this can be very tricky. Endnotes go on a sep-arate page at the end of the essay, and so are much easier to do.

Endnotes consist of a superscript number at the <u>end</u>, not the beginning of the material for which a source is being given. The number looks like this.[1] When the reader sees this number, he or she know to check #1 on the Endnote page.

The numbers start with 1 and go consecutively through the essay. You do <u>not</u> ever repeat a number, even if it refers to a source you've already cited.

That part is fairly easy. What puzzles students is knowing when to use an Endnote, when to give credit to a source. Some,

in a fit of conscientious zeal, go overboard so that you have something like this, "The sky is blue". [2] Others don't want to be bothered by this silly business and leave Endnotes out. This is more serious, because they end up implicitly claiming words, figures and ideas for themselves that belong to others, and that's plagiarism.

There are four instances when you should use and Endnote.

1. Any quotation of someone else's words.
2. Statistics and graphic displays.
3. A fact which is not generally known, even in that particular field of knowledge.
4. An idea that one person or group has come up with, and which is not generally known, even in that particular field of knowledge.

These are guidelines, and no guideline works in each and every instance. There will be gray areas where you're not sure whether to endnote or not. In such a case, check with your teacher or a librarian.

To try to clarify things a bit, I'll discuss these guidelines and give some examples.

#1. This is the clearest of the guidelines. If you use the exact words of an individual, group, committee and so on, give an Endnote. The examples I used in discussing quotations, if used in a research essay, would get Endnotes. If you use a popular phrase or slogan, even if you put it in quotes, e.g. "When the cat's away, the mice will play," you do dot use an Endnote.

#2. Again, if the statistic is one of wide circulation and acceptance, you do not have to Endnote. For instance, it's generally understood that one out of two marriages today will end in separation or divorce. This has been quoted so widely that the original source (s) have been lost, so you do not need and Endnote.

For other figures, you do. If you are going to give a number of figures from the same source, you can endnote the first, and in the Endnote entry itself indicate that all subsequent figures on this point come from that source. Alternatively, if you are listing a number of figures, you could Endnote all of them after the last one. In either case, you wouldn't need and Endnote for each figure.

#3. As with statistics, if you are stating a fact that is generally known and accepted by people in the same field as the writer, you don't need an Endnote. For instance, it is known by most people interested in economics and foreign trade that the Japanese have protective tariffs on imported cars and electronics. If you were stating this, you wouldn't need to Endnote it.

If, however, you are referring to what one person or group has determined through a study or some other form of research, then you usually do need an Endnote. For instances, if Lawrence Mahoney has done a study that found that red-headed auto workers had a greater incidence of headaches on the job, and you refer to that, then you would use an Endnote.

#4. Again, the "generally known" idea is the determining factor. If the idea has circulated and is well-known, even if it's not widely accepted, then no Endnote is necessary. For example, the idea that airline deregulation has hurt the consumer has been widely stated. It's controversial and not universally accepted, but even if you read one author claiming that it is true, you would not need to give him or her credit with an Endnote.

On the other hand, an individual or group coming up with a new idea should be credited by means of an Endnote. So, if you refer to the notion of one airline study group that airlines be restricted t no more than one hundred planes, then you would use an Endnote.

I hope this clarifies things a little, though, as indicated, I know there will be times you have questions. Don't worry too much about this issue; as long as you are making an honest attempt to give credit where it's due, no one is likely to get too bent out of shape.

As for the form of the actual Endnote, it is different from the form for bibliography entries, which we'll see later. You begin with the author's name, first name first, and proceed to title and source. The first line is indented, and second and third lines taken to the margin. Here are some examples:

[1]Richard Walton, "The Diffusion of New Work Structures: Explaining Why Success Didn't Take," Organizational Dynamics, Winter, 1975, p. 48.

[2]George E. Gallman, The Human Group, (New York: Harcourt, Brace & World, 1950, p. 122.

[3]Robert E. Gallman and E.S. Howle, "Trends in the Structure of American Economics," in The Interpretation of American Economic History, edited by Robert W. Fogel and Stanley L. Engerman, (New York: Harper & Row, 1971), p. 33.

[4]Walton, p. 50.

Notice that for all these Endnote entries, the page number is given so that the reader could find the quote, statistic, etc. him or herself. Notice also that the second time a source is referred to, as in Endnote #4, all that's necessary is the author's name and the page number. If the reference was to an unsigned article, you'd use the article title and page number. Do not use "ibid" or "op cit", Latin abbreviations which used to be common but were somewhat confusing and are no longer used.

Refer to the Appendix to this Module for Endnote forms for other types of sources.

Complete and Endnote page of all your Endnotes in order, and include it with your First Draft. You should then do a Bibliography page, following the format in the Appendix. Include every source you've used, even if you haven't made an Endnote reference to it.

SECTION 8

The Final Draft

Your Final Draft will be so impressive that you will want to show it to your kids, make a copy and send it to your Mom, and eventually put it in the place of honor, on the family refrigerator.

It should be typed, with no more than a couple of "typos," on good paper. Electronic typewriters and computer printers produce a better-looking page, so use one of them, it possible. If you don't type, or don't have access to a good typewriter, pay someone to type it for you. The cost won't be that much and the finished product will look so good that you'll be glad you did it that way.

I'll let you in on a little secret. Though they may deny it, teachers are influenced by the first physical impression of an essay, just as we're all influenced by the first physical impression of a person. An essay that is well-typed and looks good produces a favorable predisposition toward what is being said. On the other hand, if your essay is the 72nd out of 75 being read, and it's hand-written sloppily, with numerous cross-outs, on cheap paper, you've created a hurdle for the teacher to overcome in being fair to what you have to say. Some of us can do it, but you won't know if your teacher is one of that minority until it may be too late.

Before we get to the specifics of what your final product should look like, let's consider what happens after you get your First Draft back. Your teacher knows how important is his or her reaction to this, and will have spent a fair amount of time reading and making suggestions. Hopefully, you and he or she can sit down and discuss.

what you've done and how it can be improved. Whether you do this or not, be sure you understand all of your teacher's written comments and why they were made. If something has been criticized, you need to know just what to do, how to change it in the Final Draft.

You should have a few days to prepare this Final Draft, so take advantage of them. Don't wait until the night before to type it. Work on one section at a time, re-doing it and letting it set for a time before seeing how you like it. Read each section aloud to someone else or yourself to hear how it sounds. Remember how effective you ear can be in detecting mistakes or unclear phrasing.

When your Final Draft is complete, you absitively, posilutely must read it aloud to catch and correct typos. A teacher won't mind one or two minor corrections; he or she will mind getting an otherwise good-looking essay that seems to have never been proofread.

If you're still uncomfortable about reading aloud, ask someone you know will put good effort into it to read your essay and put a lightly penciled mark by each line that has a mistake. You can then correct these.

Now, as to the physical specifications, I'm going to suggest some just as a place from which to start. Your teacher may modify them, and teachers you have in the future may have their own standards. If you're not told anything different, these should serve you adequately.

Start with a title page. Your title should be a short phrase, not a sentence, that sums up what you discuss. If you can make it catchy, fine, but don't make it obscure. One way to do this is to

have the catch phrase followed by a colon or dash, then a more straightforward explanatory phrase. This might look like the example below.

COMMITTING HARA-KIRI-
HOW JAPANESE MANUFACTURES ARE RUINING THEIR FUTURES
BY GRABBING SHORT-TERM GAINS

Notice that the title is capitalized and centered on the page. Electronic typewriters and word processors make centering very easy. In the lower right corner, put your name, in lower case except for the first initials, and the course title and the date.

Begin you text on the next page. Number each page at the center top, each number being preceded and followed by a dash. Before actually beginning you text, include your Report or Thesis Statement single-spaced.

Double space you text with a one and a half inch margin on the left side and one inch margins on the right, top and bottom.

When you move from one major section to another, triple space, as I've just done. How do you know when you make this move? Figure on the Roman numerals of your outline as designating major sections, so triple space when you go from I to II, II to III, and so on. Do not sub-title these sections or start them on new pages. That's unnecessary in an essay of this length.

If you are including any graphic display of statistics, map, graph, etc., leave a quadruple space above and below it. If there isn't room for it on the page when it's time to display it, start on a new page. Label it "Figure 1," "Figure 2," etc., plus a short phrase describing the information that is being presented.

If you are going to have an Appendix of supplementary information, this should be on a page with "Appendix" at the top and no number. Be sure that the Appendix is really necessary. Don't include one with reams of sales figures, for instance, just to look impressive. That usually produces the opposite effect.

If there is no Appendix, your next page should be your Endnote page, with "ENDNOTES" at the top, and no number. Following that is the "BIBLIOGRAPHY" page.

And then you're done. You might want to add a blank page at the end to protect the Bibliography page. (It also makes the essay thicker and heftier in the hand.)

Simply stapling you finished product at the upper left corner is sufficient. Don't staple all down the left side so that the essay opens like a book; this makes it difficult for the teacher to write anything in the left margin. For the same reason, avoid folders, binders, covers, etc. that make the teacher dismantle the thing in order to use the left margin, then reassemble it. Though I said that physical appearance is important, it isn't enhanced enough by one of these 89 cent whiz-bangs to justify the inconvenience.

Then look proudly at you new baby and reflect on the labor it took to produce. Before you turn it in, it'd be a good idea to make a copy of it. There are few things in life more heart-breaking than having a Research Essay somehow wander away before the teacher gets to read it.

APPENDIX TO MODULE IX

What follows are examples of how to do Endnote and Bibliography entries for different kinds of sources. These may differ in certain small respects from the forms others, like the Modern Language Association, or Kate Turagian, recommend, but generally they are widely acceptable. As long as you remain consistent in your form, no latter-day Miss Grundy is likely to come down on you with the fury of a hide-bound purist who's spotted a misplaced comma.

MASTERY ACTIVITY

The Research Essay is its own Mastery Activity.

IDEAS FOR EXPANSION

The scope and length of the essay could be expanded, of course, but I don't see much point in that. The idea is to learn how to write such an essay, and doing one of fifteen or twenty pages won't teach anything more than a ten page essay does.

You could spend more time on each of the tasks, doing more organized group activities around bibliography cards, note-taking, outlining and so on. Paraphrasing is a task that might bear more practice. You might find additional practice necessary if you have a large percentage of students who are struggling with using the library and getting their own research organized.

Many of the writing books already mentioned have sections on research papers. Generally they are about the length of this Module, but there might be some ideas in them that I haven't suggested that would be helpful to your students.

There are also a number of short books devoted solely to doing research. Three of the best known and most widely used are:

Achtert, Walter S. MLA Style Manual. New York: Modern Language Association, 1985.

Gibaldi, Joseph. MLA Handbook for Writers of Research. New York: Modern Language Association, 1984.

Turabian, Kate. A Manual for Writers of Term Papers, Theses and Dissertations, Fifth Edition. Chicago: U. of Chicago Press, 1987.

At many colleges it is policy to follow either Turabian or the

MLA, and they do differ on some minor, but to a few people, very crucial points. If you have formed a connection with a particular college or know that many of your students will go there, it would be good to check out what their policy is. Someone in the English Department ought to know.

The Turabian and MLA manuals will have a lot more than you need, but they do represent the standards of "rigorous," never just "exact," "strict," "meticulous" or whatever. I don't know why. It might be a good topic to research. Enough.)

Finally if you have lots of time, you could have students do two Research Essays. They could start with the Report, then go to the Thesis.

MODULE X

WORD-PROCESSING

	ENDNOTE FORM	BIBLIOGRAPHY FORM
BOOK, ONE AUTHOR	Clive Day, A History of Commerce, (New York: Longmans, Green Co., 1907), 69.	Day, Clive. A History of Commerce. New York: Longmans, Green Co., 1907.
BOOK, TWO AUTHORS	Thomas J. Peters and Robert H. Waterman, jr., In Search of Excellence, (New York: Harper & Row, 1982), 100.	Peters, Thomas J. and Waterman, Robert H., jr. In Search of Excellence. New York: Harper & Row, 1982.
BOOK, MORE THAN TWO AUTHORS	Edward A. Duddy et.al., Marketing: An Institutional Approach, (New York: McGraw-Hill, 1947), 525.	Duddy, Edward A. et. al. Marketing: An Institutional Approach. New York: McGraw-Hill, 1947.
BOOK, EDITOR	Carl Heyel, ed., The Encyclopedia of Management, (New York: Van Nostrand Reinhold Co., 1973), 510.	Heyel, Carl, ed. The Encyclopedia of Management. New York: Van Nostrand Reinhold Co., 1973.
ENCYCLOPEDIA ARTICLE, SIGNED	Encyclopedia of the Social Sciences, 3rd. ed., "Communication," by Edward Sapir, 604.	same, except no page designation.
ENCYCLOPEDIA ARTICLE, UNSIGNED	Academic American Encyclopedia, 1981 ed., "Occupational Safety and Health," . 320.	same, except no page designation.
MAGAZINE ARTICLE, SIGNED	Lance E. Davis, "The Investment Market, 1870-1914: The Evolution of a National Market," Journal of Economic History, 25 (Sept. 1965), 67.	Davis, Lance E. "The Investment Market, 1870-1914: The Evolution of a National Market." Journal of Economic History, 25 (Sept. 1965), 66-69.

MAGAZINE ARTICLE, UNSIGNED	"Young Man With a Horn," Time, 62 (July 6, 1983), 39.	"Young Man With a Horn," Time, 62 (July 6, 1983), 38-39.
NEWSPAPER ARTICLE, SIGNED	Elmer Snerd, "Business as Usual," Podunk Flats Bleater, Feb. 29, 1988, D8.	Snerd, Elmer. "Business as Usual." Podunk Flats Bleater. Feb. 29, 1988, D8.
NEWSPAPER ARTICLE, UNSIGNED	"Outer Mongolians Launch Trade Offensive," Backwater Bugle, Oct. 13, 1974, A5.	same.
BULLETIN	Earl English, "Medical Problems in Industrial Research," Bulletin of New York School of Industrial and Labor Relations, No. 51, (October, 1963), p. 22.	English, Earl. "Medical Problems in Industrial Research." Ithaca, NY: Bulletin of New york School of Industrial and Labor Relations, No. 51. October, 1963.
PAMPHLET	U.S. Civil Service Commission, "The Human Equation: Working in Personnel for the Federal Government," Pamphlet 276 (Washington, D.C.: Government Printing Office, May, 1978, 2-4.	U.S. Civil Service Commission. "The Human Equation: Working in Personnel for the Federal Government." Pamphlet 276. Washington, D.C.: Government Printing Office, May, 1978.
INTERVIEW	Interview with Hiram Funi, Chief Humorist, Positively Perfect Payroll, Inc., Brambleton, NY, May 31, 1988.	Funi, Hiram. Positively Perfect Payroll, Inc., Brambleton, NY. Interview, May 31, 1988.

OVERVIEW

Properly speaking, this is not a Module like the previous nine in that it doesn't include learning activities. With the other Modules, I tried to follow the overall aim for this Curriculum to "stand alone," so that a teacher could use it without having to resort to other materials. Thus, a number of learning activities were included along with discussion of important skills and concepts.

With this Module, you will have to turn elsewhere, namely to Word Processors themselves, or computers with Word Processing programs. Though it is sometimes tried, it is next-to-impossible to learn computer operations of the printed page. This is absolutely "hands-on" learning, so your students must have good access to machines. In addition to the general "hands-on" nature of learning computer operations, different computers and different software will require different instructions, so it would be pointless for me to discuss using a MacIntosh if you will be working with IBM PCs.

The best bet would be if your students are taking a computer course in addition to writing with you. Word Processing could and should be included with the numerically-oriented procedures they learn. If you and their computer instructor can coordinate efforts so that they might have a short assignment from you to do on the computer, this will enhance the learning of both computers and writing.

If they are not taking a computer course, you may still be able to arrange for access to machines and short-term competent instruction. It's almost a certainty that the students' company has a

large number of personal computers somewhere. Whether your students can get to these is another question, but see what you can arrange. Instructions in how to use these will not be so extensive or complicated that a lot of time will be needed, so you might look for good instruction within the company. The individual heading the secretarial pool might be able to instruct your students. So might someone involved in the training of clerical staff.

If competent instruction is hard to come by, and even if it isn't, you may be able to utilize the experience of some of your students. It's likely that some of them have PCs at home and know how to use them. Even if they are not familiar with the type at their company, they could quickly learn these and then teach their peers. I've recommended peer learning all through this Curriculum. and here is an instance where it's a good idea for very practical reasons, not just theoretical ones. If you have five students out of fifty who know word processing, each could train none other students. There would still need to be someone in charge overall, but this would increase the extent of instruction so that each student would get individual attention. This is important, since there will be students who feel bewildered and overwhelmed by what they see as the complexity of learning how to use the computer. They will need that individual attention and encouragement, and this might be best coming from a peer.

If you yourself are computer literate and use word processing, you know its advantages and will have no trouble selling it to you students. If, like me, you are computer illiterate, don't be afraid to push it anyway. It can make a huge different for students learning to write, and I hope you will have a chance to see that.

In the "workplace literacy" program in which I taught, students were taking a computer course and had machines in the room next to mine. As they acquired computer skills and started composing their writing assignments on those machines, I saw sudden tremendous leaps in the clarity of writing and organization of paragraphs and essays. It was really quite extraordinary what a difference there was in just one assignment, and the students were very much aware of and pleased with their improvement.

Obviously, the ease of deleting, adding and replacing with Word Processing is one big factor in this improvement. I suspect that there are other factors as well. It seems that with the monitor displaying a few paragraphs at a time, students are more likely to look back over what they've written than they do writing by hand or conventionally typing their work. It may be our conditioned atraction to television screens, but the students did say they were more likely to look at the monitor, spot faulty constructions and change them. They also had a sharper sense of what they had just written and how what they were writing at present could be connected to that.

In any case do your best to encourage learning Word Processing. If you don't know it yourself, you might want to learn along with your students. They would get a big kick out of helping you out when you struggle with something, and you presence as a student says more about the importance of Word Processing than any spoken words could say.

SECTION 1

Introduction

There are probably a number of you who have personal computers and know something about Word Processing, so this information will be "old hat" to you. You may be able to help you classmates by testifying to its benefits, and perhaps, actually helping them to learn how to Word Process.

If you are reading this, you probably already know that you will be learning Word Processing on some personal computers or Word Processors. There is no substitute for actual "hands-on" experience in learning Word Processing, so I'm not going to try to teach you how its done just through printed words. Instead, this Module will serve as an introduction to Word Processing and an encouragement to learn it, even if you feel how that you're a computer klutz and will never be able to even find the "on" switch.

Electronic Word Processing really is a tremendous advantage, not just to the professional writers you read about or the clerical staff you see at your company. Word Processing is also a wonderful thing for the person who is learning to write, which is why you may see that your sons and daughters are learning it in school.

I have seen its benefits with people like yourselves who were involved in a workplace literacy program. In addition to my writing course, the students were taking a computer course using machines the company had purchased. At the point where their computer skills had developed enough to compose a writing assignment on the machine, I saw a tremendous jump in the quality of writing. Sentences were better constructed and clearer, paragraphs were more coherent, and short

essays had better organization. The students themselves were aware of how much easier it was to write and how much better their final product was. They were completely sold on Word Processing and many were planning to get a PC and good Word Processing program for themselves.

There seem to be a few reasons why Word Processing helps your writing. The most obvious is the ease with which you can change what you've written, add to it, or delete. When we hand or typewrite, I think we make unconscious decisions to leave something as we wrote it, even if it could be improved, just because it's a pain to make the correction. It's so easy through the magic of electronics that we go ahead and change what's necessary.

Another reason seems to be related to the display on the monitor. Perhaps because we're all drawn to television screens, students seem to look back more at what they've just written when it's displayed on the monitor. I could see my students going over their work three or four or more times and there are a couple of benefits to this. One is that they are more likely to identify and improve a phrase or sentence that needs it. The second is that their sense of what they've written so far is sharper, and this allows the to more closely link what they are writing at present with what has preceded it. It becomes easier to use effective transitions, word or phrase repetition, or synonyms, and this promotes coherence.

All in all, the improvement can be striking, so I encourage you to approach the learning of Word Processing with eager anticipation and confidence that you will earn it and that it will help your writing.

SECTION 2

What Word Processing Is

Word Processing can be defined as "the use of computer terminals and related devices in the storage, manipulation and processing of data as needed in the preparation of letters, essays and reports." Basically, a Word Processor or Word Processing program lets you do everything you do when you hand or conventionally typewrite, only much faster and easier. In other words, you can put down or "enter" your original words, add, delete or change words or phrases, and devise a suitable format for the presentation of you words. Anything you can do in writing, it can do faster, and often, better. Let's look, then, at these Word Processing Functions, one at a time.

Text Entry - This is putting down you original words, phrases and sentences. You enter your text via the "keyboard," which is an expanded version of the traditional typewriter keyboard. Skill at "touch typing," where you don't need to look at the keyboard, is a definite advantage over the "hunt and peck" method, so if you don't know it and have a chance to learn it, do so.

Insertion - If you want to insert a phrase, a sentence, a paragraph, or even an entire section into text you've already written, Word Processing makes this easy. You can write what needs to be inserted and indicate where it's to go, and the machine will make the insertion and adjust everything that follows accordingly as to margins and page length.

Deletion - Similarly, the machine can remove anything you don't want and make the proper adjustments.

Replacement - If you don't like your phrasing at a particular point, you can write your improved version and the Word Processor will make the change where you want it.

Search and Replacement - If you discover that a statistic you've referred to a lot is wrong, or that you consistently misspelled your boss's name, the Word Processor can search out each time you've done so and make the correction.

Text Storage - You can store some of your writing or some raw data for use at a later point.

Spelling and Grammar Checking - Most Word Processing programs have a Spelling Check, a bank of fifty to a hundred thousand words correctly spelled. If you write something that does not equate with one of them, as happens when you misspell, the machine will signal you. Some will leave it to you to find the correct spelling, but others will actually provide that for you.

In addition, there are now a growing number of grammar checks. I'm not familiar with any of them and it's hard to imagine a program somehow noting all possible grammatical mistakes. However, they may be able to help you with certain aspects of grammar, such as punctuation.

Enhancement - This refers to such features as automatic centering of a title or name, underlining titles, or for emphasis, boldface print and superscript insertion of numbers for endnotes.

Formatting - You can instruct the Word Processor to use certain margins at the sides, top and bottom. If you want to change these, it will do so easily. Many Word Processors provide for "Right justification" which allows the spreading of letters so that every line ends at the same place on the right margin. This provides a straight vertical edge such as you find in magazines and books.

The Word Processor may also make it possible to have page numbers or titles automatically inserted at the top or bottom of each page.

Finally, if you want to use footnotes instead of endnotes, some programs make it easy to provide the appropriate space at the bottom of the page and then to insert the entry.

Varying Print - The Word Processor either includes a printer, or one is added on. Some printers allow for easy change of typeface and this could allow you to use italics in place of underlining.

In this program, you will probably have little or no choice as to the Word Processing program, but as you become familiar with how to Word Process, you will start to have preferences as to functions. Think about these and discuss them, because there may com a time when you will have a choice, when you are choosing one for home use or perhaps helping your company decide which ones to buy.

Yes, we may be getting a bit ahead of ourselves. Before you get to that point, you do need to know some of the terminology. These are not terribly technical terms, but are ones that anyone learning Word Processing should know.

Terminology

Keyboarding -
What we used to call "typing." It includes the entry of letters, numbers and punctuation, plus the use of keys to perform certain functions.

Software -
The "programs" which the Word Processor or computer run. The programs include different functions and instructions. A word processor comes with a built-in program, while a computer may take a number of different Word Processing programs. These go by names such as Bank Street Writer, Volkwriter, Wordstar, MultiMate, Mac-Write, and so on. Some are designed for one brand of computer, such as Apple, and other come in forms for different brands.

Word Processing programs differ greatly in terms of what they do and how easy it is to use them. Since getting one involves a fair bit of green stuff, it's important to compare them carefully. The Ideas for Expansion section of this Module lists some articles that make comparisons for you.

DOS -
Stands for "Disk Operating System." This consists of the basic commands and functions for using the machine. You learn the DOS first so that you can "get into" the machine and use the capabilities of the software. There are different DOS's and the same one will vary somewhat for different computers. Generally, they are not difficult to learn.

Menu -
As you get into the machine, most will give you a list of different functions from which to choose. You can enter, retrieve, delete, etc. by choosing from the menu.

Wordwrap -
This comes with most programs and refers to the capacity of "wrapping" your text from the end of one line to the beginning of the next without your having to indicate a "return," as you do with a conventional typewriter.

Format -
As discussed earlier, this refers to the physical appearance of the page, margins, justification, etc. Think of it in terms of a metaphor; your text is a painting and the format is the frame.

Memory -
All programs allow you to store text and data on a "hard" or "floppy" disk so that you can retrieve it for use later. They differ in the amount of memory they have. Most can store twenty pages or so, which is probably sufficient for your purposes now. Yet, if anticipate needing more in the future, the amount of memory is an important consideration in choosing a program.

MASTERY ACTIVITY

Since I have suggested that this Module could be done at any point in a writing curriculum, it wouldn't be fair to say that the students should be able to write a Five Paragraph Essay on a Word Processor. They might not be up to that point yet.

So, for a Mastery Activity, consider their most recent writing assignment and have them do another version of that on the Word Processor. As mentioned earlier, it would be good if this could be combined with an assignment for a computer course, should they be taking one.

IDEAS FOR EXPANSION

Once they've learned Word Processing, students will expand their use of it without any help from you. Obviously, if they learn it early in a writing program, all of their subsequent work can be Word Processed. As they get into more sophisticated assignments, they will start to use more and more of the functions of the program.

Should you wish for more information on Word Processing, including comparisons of different programs, the three articles below will provide this. By the time you read this, however, they will be fairly old and software changes all the time. So think of these as a start, but check The Reader's Guide to Periodical Literature for a more recent article that looks at Word Processing and its programs.

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